DOCUMENT RESUME

ED 063 049 48 PS 005 702

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TITLE A Cognitive Curriculum for Young Children. Volume II: The Preschool Curriculum. Final Report.
INSTITUTION California Univ., Los Angeles. Early Childhood Research Center.
SPONS AGENCY National Center for Educational Research and Development (DHEW/OE), Washington, D.C.
BUREAU NO BR-5-0701
PUB DATE 71
CONTRACT OEC-5-85-045
NOTE 372p.

EDRS PRICE MF-$0.65 HC-$13.16
DESCRIPTORS Audiovisual Instruction; Curriculum Design; *Early Childhood Education; Instructional Materials; *Language Programs; *Nursery Schools; *Preschool Curriculum; Program Descriptions; *Programed Instruction; Teaching Techniques
IDENTIFIERS *Preschool Language Project

ABSTRACT

This second of three volumes that constitute the final report of the Preschool Language Project contains programs of the Prekindergarten Curriculum developed during the course of the five-year study. The programs are presented first in a chronological sequence, and then by subject categories. The subject categories are: Language of Instruction, Color, Picture Reading, Numbers, Shapes, Home Environment, Animal Homes, Letter Recognition, Visual Discrimination, Opposites, Family Relationships, and Problem Solving. The materials and instructional objectives are specified, and each program contains information concerning materials, general procedure, objective(s), vocabulary, visual, auditory (teacher commentary), and confirmation. (For related documents, see PS 005 701 and 703.) (DB)

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A COGNITIVE CURRICULUM FOR YOUNG CHILDREN

Volume II: The Preschool Curriculum

Prepared at the

Early Childhood Research Center

Carolyn Stern, Director

PS 005702

A five-year experimental research study funded by the United States Office of Education, Contract No. OE 5-85-045, administered through the University of California, Los Angeles. Carolyn Stern and Evan R. Keislar, Principal Investigators.

1971

THE PRESCHOOL CURRICULUM

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THE PRESCHOOL CURRICULUM

(Chronological Sequence)

Wk/Day	Name of Program
	SEMESTER 1
1-1	Language of Instruction 1
1-2	Language of Instruction 2
1-3	Language of Instruction 3
2-1	Color 1: Green
2-2	Color 2: Red
2-3	Color 3: Red and Green
2-4	Language of Instruction 4: Color Feedback 1
3-1a	Numerals 1: Introduction
3-1b	Language of Instruction 5: Booklet Instructions
3-2a	Language of Instruction 6: Review of Color Feedback 1
3-2b	Problem Solving 1: Negation 1
3-3a	Numerals 2: Counting One, Two
3-3b	Problem Solving 2: Negation 2
3-4a	Numerals 3: More Than One
3-4b	Color 4: Yellow
4-1a	Color 5: Color Lotto
4-1b	Picture Reading 1
4-2a	Shapes 1: Circle, Square, Triangle
4-2b	Numerals 4: More Than One
4-3a	Numerals 5: Counting One, Two, Three
4-3b	Problem Solving 3: Negation 3
4-4a	Picture Reading 2
4-4b	Problem Solving 4: Disjunctive Argument 1
5-1a	Color 6: Cars in Garages
5-1b	Shapes 2
5-2a	Numerals 6: More Than Two
5-2b	Shapes 3
5-3a	Picture Reading 3
5-3b	Problem Solving 5: Disjunctive Argument 2

Wk/Day	Name of Program
5-4a	Numerals 7: Counting One, Two, Three, and More Than Two
5-4b	Picture Reading 4: Lotto
6-1a	Numerals 8: How Many?
6-1b	Picture Reading 5a: Tom and Betty Balloon Surprise
6-2a	Numerals 9: How Many and More Than
6-2b	Problem Solving 6: Sequencing 1
6-3a	Picture Reading 5b: Tom and Betty Balloon Surprise
6-3b	Problem Solving 7: Sequencing 2
6-4a	Numerals 10: How Many Fingers?
6-4b	Picture Reading 5c: Tom and Betty Balloon Surprise
7-1a	Numerals 11: The Three Bears
7-1b	Problem Solving 8: Sequencing 3
7-2a	Language of Instruction 7: Review of Color Feedback 2
7-2b	Shapes 4
7-3a	Numerals 12: Counting One to Five
7-3b	Problem Solving 9: Sequencing 4
7-4a	Numerals 13: Counting One to Five, and How Many?
7-4b	Problem Solving 10: Sequencing 5
8-1a	Numerals 14: Numerals One to Five
8-1b	Shapes 5
8-2a	Numerals 15: Numerals One to Five
8-2b	Language of Instruction 8: Review of Color Feedback 3
8-3a	Numerals 16: Numerals One to Five
8-3b	Problem Solving 11: Sequencing 6
8-4a	Shapes 6
8-4b	Numerals 17: Simon Says
9-1a	Color 7: Blue
9-1b	Numerals 18: Numerals One to Five
9-2a	Color 8: I See Blue
9-2b	Problem Solving 12: Sequencing 7
9-3a	Color 9: Color Street Game
9-3b	Numerals 19: Numerals One to Five
9-4a	Numerals 20: Numerals One to Five

Wk/Day	Name of Program
9-4b	Shapes 7: Color and Shape
10-1a	Picture Reading 6
10-1b	Numerals 21: Numerals One to Five
10-2a	Home Environment Language 1: Building a Playhouse 1
10-2b	Shapes 8: Shape and Number
10-3a	Picture Reading 7
10-3b	Numerals 22: Four Boys and Four Girls
10-4a	Picture Reading 8
10-4b	Home Environment Language 2: Building a Playhouse 2
11-1a	Home Environment Language 3: Building a Playhouse 3
11-1b	Problem Solving 13: Negation 4
11-2a	Home Environment Language 4: Building a Playhouse 4
11-2b	Numerals 23: Numeral Identification 1
11-3a	Problem Solving 14: Sequencing 8
11-3b	Numerals 24: Numeral Identification 2
11-4a	Problem Solving 15: Disjunctive Argument 3
11-4b	Problem Solving 16: Sequencing 9
12-1a	Picture Reading 9a: Bobo Gets a Bath
12-1b	Home Environment Language 5: Building a Playhouse 5
12-2a	Picture Reading 9b: Bobo Gets a Bath
12-2b	Problem Solving 17: Disjunctive Argument 4
12-3a	Color 10: Fishing Game
12-3b	Home Environment Language 6
12-4a	Numerals 25: Five Candies
12-4b	Picture Reading 9c: Bobo Gets a Bath

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SEMESTER 2

1-1a	Color 11: Purple
1-1b	Problem Solving 18: Sequencing 10
1-2a	Picture Reading 10a: Mr. Monkey Goes to School
1-2b	Problem Solving 19: Sequencing 11
1-3a	Picture Reading 10b: Mr. Monkey Goes to School
1-3b	Color 12: Color and Numeral Lotto

Wk/Day	Name of Program
1-4a	Numerals 26: Numeral Identification 3
1-4b	Picture Reading 10c: Mr. Monkey Goes to School
2-1a	Letter Recognition 1: Alphabet Song
2-1b	Animal Homes 1
2-2a	Letter Recognition 2: "a" to "j"
2-2b	Problem Solving 20: Joint Denial 1
2-3a	Color 13: Orange
2-3b	Letter Recognition 3: "d" to "o"
2-4a	Visual Discrimination 1
2-4b	Letter Recognition 4: Alphabet Card Game "a" to "o"
3-1a	Picture Reading 11a: Teeny Tiny
3-1b	Letter Recognition 5: "f" to "t"
3-2a	Picture Reading 11b: Teeny Tiny
3-2b	Letter Recognition 6: "l" to "z"
3-3a	Visual Discrimination 3
3-3b	Picture Reading 11c: Teeny Tiny
3-4a	Animal Homes 2
3-4b	Letter Recognition 7: Alphabet Card Game "a" to "z"
4-1a	Home Environment Language 7
4-1b	Letter Recognition 8: Making Words
4-2a	Animal Homes 3
4-2b	Letter Recognition 9: Making Words
4-3a	Problem Solving 21: Categories 1
4-3b	Visual Discrimination 3
4-4a	Problem Solving 22: Categories 2
4-4b	Color 14: Color and Shape Lotto
5-1a	Letter Recognition 10: "a" to "m"
5-1b	Visual Discrimination 4
5-2a	Animal Homes 4
5-2b	Letter Recognition 11: "n" to "z"
5-3a	Numerals 27: Numeral Identification 4
5-3b	Problem Solving 23: Categories 3
5-4a	Numerals 28: Set Identification

Wk/Day	Name of Program
5-4b	Problem Solving 24: Sequencing 12
6-1a	Visual Discrimination 5
6-1b	Letter Recognition 12: Making Words
6-2a	Family Relationships 1: The Mud Turtle 1
6-2b	Letter Recognition 13: Making Words
6-3a	Family Relationships 2: The Mud Turtle 2
6-3b	Problem Solving 25: Categories 4
6-4a	Problem Solving 26: Joint Denial 2
6-4b	Color 15: Simon Says
7-1a	Problem Solving 27: Categories 5
7-1b	Letter Recognition 14: Making Words
7-2a	Picture Reading 12a: Family Relationships 3a
7-2b	Letter Recognition 15: Making Words
7-3a	Picture Reading 12b: Family Relationships 3b
7-3b	Problem Solving 28: Sequencing 13
7-4a	Numerals 29: Simon Says
7-4b	Picture Reading 12c: Family Relationships 3c
8-1a	Numerals 30: More Than and Same Number
8-1b	Letter Recognition 16: Making Words
8-2a	Problem Solving 29: Sequencing 14
8-2b	Letter Recognition 17: Making Words
8-3a	Family Relationships 4: The Sunfish Family
8-3b	Problem Solving 30: Categories 6
8-4a	Problem Solving 31: Sequencing 15
8-4b	Visual Discrimination 6
9-1a	Picture Reading 13a: Tom and Betty
9-1b	Visual Discrimination 7
9-2a	Picture Reading 13b: Tom and Betty
9-2b	Problem Solving 32: Sequencing 16
9-3a	Picture Reading 13c: Tom and Betty
9-3b	Numerals 31: More Than and Same Number
9-4a	Opposites 1
9-4b	Numerals 32: Numeral Identification 5

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Wk/Day	Name of Program
10-1a	Letter Recognition 18: Making Words
10-1b	Shapes 9
10-2a	Opposites 2
10-2b	Letter Recognition 19: Making Words
10-3a	Visual Discrimination 8
10-3b	Letter Recognition 20: Alphabet Card Game
10-4a	Family Relationships 5: The Robin Family
10-4b	Visual Discrimination 9
11-1a	Opposites 3
11-1b	Letter Recognition 21: "a" to "m"
11-2a	Picture Reading 14a: Monty Monkey and Barney Bear
11-2b	Letter Recognition 22: "n" to "z"
11-3a	Picture Reading 14b: Monty Monkey and Barney Bear
11-3b	Numerals 33: Same Number, More Than, Less Than
11-4a	Family Relationships 6: Fluffy's Family
11-4b	Picture Reading 14c: Monty Monkey and Barney Bear
12-1a	Family Relationships 7: The Smith's Have a Baby
12-1b	Letter Recognition 23
12-2a	Family Relationships 8: How We Grow
12-2b	Letter Recognition 24
12-3a	Family Relationships 9
12-3b	Numerals 34: Same Number, More Than, Less Than
12-4a	Opposites 4
12-4b	Problem Solving 33: Sequencing 17

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THE PRESCHOOL CURRICULUM
(Subject Categories)

Wk/Day	Name of Program	Materials	Instructional Objectives
	A. LANGUAGE OF INSTRUCTION: SEMESTER 1		
1-1 1-2 1-3	Language of Instruction 1, 2, 3	Objects, Pictures, Booklet	Respond to pictures of objects after manipulating three-dimensional objects; repeat parallel statements a and b on Day 1; listen to a, produce b on Day 2; produce a and b on Day 3.
2-4 3-1b 3-2a 7-2a 8-2b	Language of Instruction 4, 5, 6, 7, 8: Color Feedback	Pictures, Bell, Booklets, Pens, Tape	Recognize green feedback as correct answer and red feedback as incorrect.
	B. COLOR: SEMESTER 1		
2-1	Color 1: Green	Booklet, Tape	Label the color green.
2-2	Color 2: Red	Booklet, Tape	Label the color red.
2-3	Color 3: Red and Green	Booklet Tape	Label the colors red and green.
3-4b	Color 4: Yellow	Booklet, Tape	Label the color yellow.
4-1a	Color 5: Color Lotto	Boards, Cards	Play game based on color identification and labeling.
5-1a	Color 6: Cars in Garages	Cars, Colored Strips	(SAME AS COLOR 5)
9-1a	Color 7: Blue	Booklet, Tape	Label the color blue.
9-2a	Color 8: I See Blue	Booklet, Tape	Label the color blue.
9-3a	Color 9: Color Street Game	Boards, Markers, Colored Beads	(SAME AS COLOR 5)

12-3a	Color 10: Fishing Game	Magnetic Fishing Pole, Pictures	Play game based on labeling colored shapes.

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B. <u>COLOR: SEMESTER 2</u>

1-1a	Color 11: Purple	Booklet, Red and Blue Paddles, Tape	Produce the color purple with red and blue plastic paddles.
1-3b	Color 12: Color and Numeral Lotto	Lotto Boards, Cards	Play game based on color and numeral identification and labeling.
2-3a	Color 13: Orange	Booklet, Yellow and Red Paddles, Tape	Produce the color orange with yellow and red plastic paddles.
4-4b	Color 14: Color and Shape Lotto	Lotto Boards, Cards	(SAME AS COLOR 10)
6-4b	Color 15: Simon Says	Colored Tags	Play game using all six colors.

* *

C. <u>PICTURE READING: SEMESTER 1</u>

4-1b 4-4a 5-3a	Picture Reading 1, 2, 3	Booklet, Tape	Echo and/or produce sentences for pictures involving prepositions.
5-4b	Picture Reading 4: Lotto	Lotto Boards, Cards	Play picture-matching lotto; produce appropriate sentence.
6-1b 6-3a	Picture Reading 5a, 5b, 5c: The Balloon Surprise	Booklet, Tape	Repeat parallel statements <u>a</u> and <u>b</u> on Day 1; listen to <u>a</u>, echo <u>b</u> on Day <u>2</u>; produce <u>a</u> and <u>b</u> on Day 3.
10-1a 10-3a 10-4a	Picture Reading 6, 7, 8	Booklet, Tape	(SAME AS PICTURE READING 1)
12-1a 12-2a 12-4b	Picture Reading 9a, 9b, 9c: Bobo Gets a Bath	Booklet, Tape	(SAME AS PICTURE READING 5)

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C. PICTURE READING: SEMESTER 2

1-2a 1-3a 1-4b	Picture Reading 10a, 10b, 10c: Mr. Monkey Goes to School	Booklet, Tape	(SAME AS PICTURE READING 5)
3-1a 3-2a 3-3b	Picture Reading 11a, 11b, 11c: Teeny Tiny	Booklet, Tape	(SAME AS PICTURE READING 5)
7-2a 7-3a 7-4b	Picture Reading 12a, 12b, 12c: Family Relationships	Booklet, Tape	(SAME AS PICTURE READING 5)
9-1a 9-2a 9-3a	Picture Reading 13a, 13b, 13c: Tom and Betty	Booklet, Tape	Echo and produce sentences involving transformation of noun to pronoun.
11-2a 11-3a 11-4b	Picture Reading 14a, 14b, 14c: Monty Monkey and Barney Bear	Booklet, Tape	(SAME AS PICTURE READING 5)

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D. NUMERALS: SEMESTER 1

3-1a	Numerals 1: Introduction		Count one-two, referring to parts of the body.
3-3a	Numerals 2: Counting 1-2	Blocks	Count one-two, using blocks.
3-4a	Numerals 3: More Than One	Squares	Count one-two; respond appropriately to "one more" and "more than one."
4-2b	Numerals 4: More Than One	Booklets, Tape	Respond appropriately to "more than one."
4-3a	Numerals 5: Counting 1-3	Checkers	Count to three using checkers.
5-2a	Numerals 6: More Than Two	Booklets, Tape	Count one-two; respond appropriately to "more than two."
5-4a	Numerals 7: Counting and More Than Two	Blocks, Booklets, Tape	Count to three; respond appropriately to "more than two."

6-1a	Numerals 8: How Many?		Count one-two, referring to parts of the body; respond appropriately to "more than two."
6-2a	Numerals 9: How Many and More Than		Respond appropriately to "how many" and "more than."
6-4a	Numerals 10: How Many Fingers?		Count to five referring to fingers; respond appropriately to "how many?"
7-1a	Numerals 11: The Three Bears	Booklet, Tape	Associate the numeral three with the quantity three.
7-3a	Numerals 12: Counting	Blocks	Count to five using blocks.
7-4a	Numerals 13: Counting and How Many?	Booklets, Tape	Count number of objects; respond appropriately to "how many?"
8-1a	Numerals 14: Numerals 1-5	Numeral Cards	Label numerals one to five and associate each with number of fingers.
8-2a	Numerals 15	Numeral Cards	(SAME AS NUMERALS 14)
8-3a	Numerals 16	Numeral Cards	(SAME AS NUMERALS 14)
8-4b	Numerals 17: Simon Says	Numeral Cards, Picture Tags	Name numerals; count and select appropriate numeral for a number of objects.
9-1b	Numerals 18: Numerals 1-5	Booklets, Pens, Tape	Select set with the same number of objects as a given numeral.
9-3b	Numerals 19: 1-5	(SAME AS 18)	(SAME AS NUMERALS 18)
9-4a	Numerals 20: Numerals 1-5	Booklets, Pens, Tape	Select appropriate numeral for a given number of objects.
10-1b	Numerals 21	(SAME AS 20)	(SAME AS NUMERALS 20)
10-3b	Numerals 22: Four Boys and Four Girls	Booklet, Tape	Name appropriate numeral for a number of objects.
11-2b	Numerals 23: Numeral Identification 1	Booklets, Pens, Tape	Trace the shape and say the name of numerals one to three; select appropriate numeral in booklet.
11-3b	Numerals 24: Numeral Identification 2	Booklets, Pens, Tape	Trace the shape and say the name of numerals one to five; mark appropriate numeral in booklet.

12-4a	Numerals 25: Five Candies	Booklet, Tape	(SAME AS NUMERALS 13)

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D. NUMERALS: SEMESTER 2

1-4a	Numerals 26: Numeral Identification 3	(SAME AS 24)	(SAME AS NUMERALS 24)
5-3a	Numerals 27: Numeral Identification 4	(SAME AS 20)	(SAME AS NUMERALS 20)
5-4a	Numerals 28: Set Identification	(SAME AS 18)	(SAME AS NUMERALS 18)
7-4a	Numerals 29: Simon Says	(SAME AS 17)	(SAME AS NUMERALS 17)
8-1a	Numerals 30: More Than and Same Number	Squares	Respond appropriately to "more than" and "same number."
9-3b	Numerals 31: More Than and Same Number	Booklets, Pens, Tape	Select set with the same as or more than a given set.
9-4b	Numerals 32: Numeral Identification 5	(SAME AS 20)	(SAME AS NUMERALS 20)
11-3b	Numerals 33: More Than, Less Than, Same Number	Booklets, Pens, Tape	Select set with the same as, more, or less objects than a given set.
12-3b	Numerals 34	(SAME AS 33)	(SAME AS NUMERALS 33)

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E. SHAPES: SEMESTER 1

4-2a	Shapes 1	Booklet, Tape	Label circle, square, and triangle.
5-1b	Shapes 2	Booklets, Pens, Tape	Identify circle, triangle, and square; mark appropriate shape in booklet.
5-2b	Shapes 3	(SAME AS SHAPES 2)	(SAME AS SHAPES 2)
7-2b	Shapes 4	Booklets, Pens, Tape	Select appropriate shape in marking booklet.
8-1b	Shapes 5	(SAME AS SHAPES 4)	(SAME AS SHAPES 4)

8-4a	Shapes 6	(SAME AS SHAPES 4)	(SAME AS SHAPES 4)
9-4b	Shapes 7: Color, Shape	Cards	Play game based on color and shape identification.
10-2b	Shapes 8: Shape, Number	Cards	Play game based on shape and number identification.

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E. SHAPES: SEMESTER 2

10-1b	Shapes 9	(SAME AS SHAPES 4)	(SAME AS SHAPES 4)

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F. HOME ENVIRONMENT LANGUAGE: SEMESTER 1

10-2a 10-4b 11-1a 11-2a 12-1b	Home Environment Language 1, 2, 3, 4, 5	Booklet, Tape	Identify and describe the functions of the floor, roof, walls, door, doorknob, lock, key, window, and window glass of a house.
12-3b	Home Environment Language 6	Booklets, Pens, Tape	Select appropriate part of a house in marking booklet.

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F. HOME ENVIRONMENT LANGUAGE: SEMESTER 2

4-1a	Home Environment Language 7	Booklet, Tape	Identify and describe the functions of furniture in a house.

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G. ANIMAL HOMES: SEMESTER 2

2-1b 3-4a 4-2a	Animal Homes 1, 2, 3	Booklet, Tape	Label animals (bird, squirrel, mouse, beaver, duck, fish, snake, bear), and associate with their homes.
5-2a	Animal Homes 4	Booklets, Pens, Tape	Select animal and his home in marking booklet.

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H. LETTER RECOGNITION: SEMESTER 2

2-1a	Letter Recognition 1: Alphabet Song	Alphabet Boards, Tape	Produce the sound of all letters in alphabetical order.
2-2a	Letter Recognition 2: "a" to "j"	Booklets, Pens, Tape	Name letters "a" to "j" and mark appropriate letter in booklet.
2-3b	Letter Recognition 3: "d" to "o"	Booklets, Pens, Tape	Name letters "d" to "o" and mark appropriate letter in booklet.
2-4b	Letter Recognition 4: Alphabet Game	Alphabet Cards	Play game based on letter identification and labeling.
3-1b	Letter Recognition 5	Booklets, Pens, Tape	Name letters "f" to "t" and mark appropriate letter in booklet.
3-2b	Letter Recognition 6	Booklets, Pens, Tape	Name letters "l" to "z" and mark appropriate letter in booklet.
3-4b	Letter Recognition 7	Alphabet Cards	(SAME AS LETTER RECOGNITION 4)
4-1b	Letter Recognition 8: Making Words	Booklets, Pens, Tape	Trace the shape and say the name of the letters "t" and "o;" combine letters to build the word "to" in marking booklet.
4-2b	Letter Recognition 9: Making Words	Booklets, Pens, Tape	Trace the shape and say the name of letters "p," "t" and "o;" respond appropriately to first, middle, and last in marking booklet.
5-1a	Letter Recognition 10	Booklets, Pens, Tape	Select letter that has the same beginning sound and letter as a given object in marking booklet.
5-2a	Letter Recognition 11	(SAME AS 10)	(SAME AS LETTER RECOGNITION 10)
6-1b	Letter Recognition 12: Making Words	Booklets, Pens, Tape	Trace the shape and say the name of "s" and "n;" Spell and say simple words.
6-2b	Letter Recognition 13: Making Words	Booklets, Pens, Tape	Produce names of letters "p," "o," "t," "s," "n," and name these letters in words; when presented with three of these letters, will mark one named.
7-1b	Letter Recognition 14: Making Words	Booklets, Pens, Tape	Trace the shape and say the name of "h" and "e;" spell and say simple words.

7-2b	Letter Recognition 15: Making Words	Booklets, Pens, Tape	Produce names of letters "p," "s," "n," "h," "e," and name these letters in words; when presented with three of these letters, will mark one named.
8-1b	Letter Recognition 16: Making Words	Booklets, Pens, Tape	Trace the shape and say the name of "a" and "m;" spell and say simple words.
8-2b	Letter Recognition 17	Booklets, Pens, Tape	Produce names of letters "m," "a," "s," "h," "e," and name these letters in words; when presented with three of these letters, will mark one named.
10-1a	Letter Recognition 18: Making Words	Booklets, Pens, Tape	Trace the shape and say the name of "c" and "i;" spell and say simple words.
10-2b	Letter Recognition 19	Booklets, Pens, Tape	Produce names of letters "e," "a," m," "c," "i," and name these letters in words; when presented with three of these letters, will mark one named.
10-3b	Letter Recognition 20	(SAME AS 4)	(SAME AS LETTER RECOGNITION 4)
11-1b	Letter Recognition 21	(SAME AS 10)	(SAME AS LETTER RECOGNITION 10)
11-2b	Letter Recognition 22	(SAME AS 10)	(SAME AS LETTER RECOGNITION 10)
12-1b	Letter Recognition 23	(SAME AS 10)	Select letters and words in marking booklet.
12-2b	Letter Recognition 24	(SAME AS 23)	(SAME AS LETTER RECOGNITION 23)

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I. VISUAL DISCRIMINATION: SEMESTER 2

2-4a 3-3a 4-3b 5-1b 6-1a 8-4b	Visual Discrimination 1, 2, 3, 4, 5, 6, 7	Booklets, Pens, Cards, Tape	Respond appropriately to "the same" and "not the same."
9-1b 10-3a 10-4b	Visual Discrimination 7, 8, 9	Booklets, Pens, Tape	Select letters that are the same and not the same.

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J. OPPOSITES: SEMESTER 2

9-4a 10-2a 11-1a	Opposites 1, 2, 3	Booklet, Tape	Name the opposite of a given word.
12-4a	Opposites 4	Booklets, Pens, Tape	Name the opposite of a given word and select the appropriate picture representing it.

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K. FAMILY RELATIONSHIPS: SEMESTER 2

6-2a 6-3a 7-2a 8-3a 10-4a 11-4a 12-1a 12-2a	Family Relationships 1, 2, 3, 4, 5, 6, 7, 8	Booklet, Cards, Tape	Describe the development and function of a family and its members; distinguish between oviparous vs. viviparous species, e.g., turtles, fish, birds, dogs, and humans.
12-3a	Family Relationships 9	Booklets, Pens, Tape	Select appropriate family in marking booklet.

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L. PROBLEM SOLVING 1. NEGATION: SEMESTER 1

3-2b 3-3b 4-3b 11-1b	Problem Solving: Negation 1, 2, 3, 4	Booklets, Pens, Tape	Respond to a negative statement by marking appropriately in booklet.

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L. PROBLEM SOLVING 2. SEQUENCING: SEMESTER 1

6-2b 6-3b	Sequencing 1, 2	Booklets, Pens, Tape	Respond appropriately to first, middle, and last in marking booklet.
7-1b 7-3b	Sequencing 3, 4	Booklets, Pens, Tape	Respond to first, next, and last by marking appropriate picture in a story sequence.
7-4b	Sequencing 5	Sequence Boards, Cards	Arrange pictures in a story sequence.

8-3b 9-2b	Sequencing 6, 7	(SAME AS 3)	(SAME AS SEQUENCING 3)
11-3a 11-4b	Sequencing 8, 9	(SAME AS 5)	(SAME AS SEQUENCING 5)

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L. PROBLEM SOLVING 2. SEQUENCING: SEMESTER 2

1-1b	Sequencing 10	(SAME AS 3)	(SAME AS SEQUENCING 3)
1-2b	Sequencing 11	(SAME AS 5)	(SAME AS SEQUENCING 5)
5-4b 7-3b	Sequencing 12, 13	(SAME AS 3)	(SAME AS SEQUENCING 3)
8-2a 8-4a 9-2b 12-4b	Sequencing 14, 15, 16, 17	Booklets, Pens, Tape	Describe each of four pictures in a story sequence; when three of the four pictures are presented, select missing picture in marking booklet.

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L. PROBLEM SOLVING 3. DISJUNCTIVE ARGUMENT: SEMESTER 1

4-4b 5-3b 11-4a 12-2b	Disjunctive Argument 1, 2, 3, 4	Booklets, Pens, Tape	Respond appropriately to the logical operation of disjunctive argument in marking booklet.

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L. PROBLEM SOLVING 4. JOINT DENIAL: SEMESTER 2

2-2b 6-4a	Joint Denial 1, 2	Booklets, Pens, Tape	Respond appropriately to the logical operation of joint denial in marking booklet.

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L. PROBLEM SOLVING 5. CATEGORIES: SEMESTER 2

4-3a	Categories 1	Teacher Booklet, Cards	Label and sort pictures of animals and toys into appropriate categories.
4-4a	Categories 2	Booklets, Pens, Tape	Label and select instances of the categories animals and toys in marking booklet.
5-3b	Categories 3	Booklet, Cards	Label and sort pictures of animals, toys, and food into appropriate categories.
6-3b	Categories 4	Booklets, Pens, Tape	Label and select instances of the categories food, animals, and toys in marking booklet.
7-1a	Categories 5	Booklet, Tape	Label and select instances of the categories clothing, food, animals, and toys.
8-3b	Categories 6	Booklets, Pens, Tape	Label and match instances of food, clothing, animals, and toys with their appropriate category in marking booklet.

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PROGRAM LANGUAGE OF INSTRUCTION 1 (1-01-1)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Listening Game: Box, rattle, bell, comb; pictures of rattle, bell, comb	Teacher reads script and children respond orally. (ENCOURAGE CHILDREN TO PARTICIPATE)	Children will listen, point to objects and pictures of objects, and echo sentences.	look bell find comb point rattle

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Listening box: rattle, bell, comb, and 2x2 pictures of these items	(TAKE OUT LISTENING GAME)	
	1. Today we're going to play a listening game.	
	a. Here is a rattle. Say rattle.	Rattle
	b. Listen (SHAKE RATTLE). What is making this sound?	It's the rattle.
	c. (SUBSTITUTE CHILDREN'S NAMES FOR LETTERS A,B,C,D,E) Here A, shake the rattle and we'll listen. What is making the shaking sound?	It's the rattle shaking.
	d. A, give the rattle to B. B, shake the rattle.	
	e. Now it's C's turn. C, you shake the rattle and we'll listen.	
	f. D, it's your turn to shake the rattle. D, shake the rattle.	
	g. E, it's your turn to shake the rattle.	
	g. E, give the rattle to me.	
	2a. (HOLD UP PICTURE OF RATTLE) Here's a picture of the rattle.	
	b. (HAND OUT PICTURE OF RATTLE TO EACH CHILD) What is this?	It's a picture of a rattle.
	c. Take the picture of the rattle and put it on the table like this. (SET IT IN FRONT OF EACH CHILD)	

PROGRAM LANGUAGE OF INSTRUCTION 1 (1-01-1)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	2d. When you hear the sound of the rattle (SHAKE), hold up the picture of the rattle like this (DEMONSTRATE).	
	e. Now put the picture of the rattle down on the table.	
	f. Let's try it again (SHAKE RATTLE). Hold up the picture. Put the picture back on the table.	(HOLD UP PICTURE)
	3a. Now, let's listen to a bell (RING BELL).	The bell is ringing.
	b. What is it?	It's a bell.
	c. Here A, ring the bell and we'll listen.	
	d. Now you give the bell to B. B, ring the bell. (PAUSE)	
	e. What is B doing?	B is ringing the bell.
	f. Now it's C's turn. Ring the bell.	
	g. D, it's your turn to ring the bell.	
	h. E, you ring the bell.	
	i. E, give the bell to me.	
	4a. (HOLD UP PICTURE OF BELL) What is this?	It's a picture of a bell.
	b. (HAND OUT PICTURE OF BELL TO EACH CHILD) Here's a picture of the bell for each of you. Take the picture and put it on the table.	
	c. Now when you hear the bell ringing, hold up the picture of the bell.	
	d. (RING BELL) Hold up the picture.	(HOLD UP PICTURE)
	5a. (HOLD UP COMB. RUN FINGER ACROSS TEETH OF COMB.) What is this?	It's a comb.
	b. When you rub the comb you hear this sound (RUB).	
	c. Here A, rub the comb and we'll listen.	
	d. Now give the comb to B. B, rub the comb.	
	e. What is B doing?	B is rubbing the comb.

PROGRAM LANGUAGE OF INSTRUCTION 1 (1-01-1)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	5f. Now it's C's turn. Rub the comb.	
	g. What do you hear?	You hear the comb.
	h. D, it's your turn to rub the comb.	
	i. E, you rub the comb.	
	j. E, give the comb to me.	
	6a. (HOLD UP PICTURE OF COMB) What is this?	It's a picture of a comb.
	b. (HAND OUT PICTURE OF COMB TO EACH CHILD) Here's a picture of the comb for each of you. Take the picture and put it on the table.	
	c. Now, when you hear the comb, hold up the picture of the comb.	
	d. (RUB COMB) Hold up the picture.	(HOLD UP PICTURE)
	(PLACE BELL, COMB AND RATTLE IN BOX. THE SOUNDS ARE MADE INSIDE BOX) Now I'll put the bell, the comb, and the rattle in the box.	
	7a. (SHAKE RATTLE IN BOX) Show me the picture of what is making this sound.	(HOLD UP PICTURE) Is your picture like mine?
	b. (RING BELL IN BOX) Show me the picture of what is making this sound	(HOLD UP PICTURE) Is your picture like mine?
	c. (RUB COMB IN BOX) Show me the picture of what is making this sound.	(HOLD UP PICTURE) Is your picture like mine?
	d. Give me the picture of the bell.	
	e. Give me the picture of the rattle.	
	f. Give me the picture of the comb.	
	8a. Now we are going to play a different game. It's called a look and point game. When we want to find something, we look for it. How do we find something?	We look for it.

PROGRAM LANGUAGE OF INSTRUCTION 1 (1-01-1)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	8b. Let's look at the door. Good. Now let's point to the door. We point to show where something is. How do we show where something is?	We point to show where something is.
	c. (POINT TO NOSE) This is my nose. Where is your nose? Point to it. Now I'll tell you what to look for and you point to it.	
	d. Look for the window. Point to it.	(POINT TO WINDOW)
	e. Look for the floor. Point to it.	(POINT TO FLOOR)
	f. Look for me. Point to me.	(POINT TO SELF)
**********	**********	**********
	(HOLD UP BOOKLET. TURN TO FIRST PAGE.)	
	Here is a book with pictures (TURN EACH PAGE OF THE BOOKLET AS YOU READ SCRIPT).	
Tree, dog, man, car, airplane	1. A, look for a tree. Point to it.	(POINT) Here is the tree
	B, look for a dog. Point to it.	(POINT) Here is the dog.
	C, look for a man. Point to him.	(POINT) Here is the man.
	D, look for a car. Point to it.	(POINT) Here is the car.
	E, look for an airplane. Point to it.	(POINT) Here is the airplane.
Watch, crayon, key, boy, bird	2. A, look for a watch. Point to it.	(PT) Here is the watch.
	B, look for a crayon. Point to it.	(PT) Here is the crayon.
	C, look for a key. Point to it.	(POINT) Here is the key.
	D, look for a boy. Point to it.	(POINT) Here is the boy.
	E, look for a bird. Point to it.	(POINT) Here is the bird
	You find something by looking for it. How do you find something?	You look for it.
	You show where it is by pointing to it. How do you show where it is?	You point to it.

PROGRAM LANGUAGE OF INSTRUCTION 1 (1-01-1)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	3. Now let's look at some pictures about a boy and girl at school. We will tell a story about them. You say what I say.	
Boy walking	a. The boy is walking. Now you say it.	The boy is walking.
Girl walking	b. The girl is walking. Now you say it.	The girl is walking.
Boy and girl walking to school	4a. The boy and girl are walking to school. Now you say it.	The boy and girl are walking to school.
Boy and girl walking into room	The boy and girl walk into the room. Now you say it.	The boy and girl walk into the room.
Boy and girl waving to teacher	5a. The boy and girl say, "Good morning, teacher." Say it.	The boy and girl say, "Good morning, teacher."
Boy and girl waving to friends	b. The boy and girl say good morning to their friends. Say it.	The boy and girl say good morning to their friends.
Children painting	6a. Some of the children are painting. Say it.	Some of the children are painting.
Children building blocks	b. Some of the children are building with blocks.	Some of the children are building with blocks.
Children in sandbox	7a. Some of the children are playing in the sandbox.	Some of the children are playing in the sandbox.
Children reading books	b. Some of the children are reading books.	Some of the children are reading books.
All children playing	8. All of the children have fun at school. That was very good. Tomorrow we will play some more game together. (PUT MATERIALS AWAY)	All of the children have fun at school.

PROGRAM LANGUAGE OF INSTRUCTION 2 (1-01-2)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Listening Game: Box, rattle, bell, comb, horn, cricket; pictures of these items plus hands clapping	(SAME AS 1-01-1) Also, when given a sentence by the teacher, children will produce a parallel sentence.	Children will listen, point to objects and pictures of objects, and when given a statement about a picture, will produce a parallel sentence for another picture.	point look find horn hands cricket

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Listening box and pictures: rattle, comb, bell, horn, cricket, hands clapping	(TAKE OUT LISTENING GAME)	
	1. (SHAKE RATTLE) Listen to this rattle. What is this? (HAND OUT PICTURES) Here is a picture of a rattle.	It's a rattle.
	2. (HOLD UP PICTURE OF BELL) What is this? Listen to the bell (RING BELL). (HAND OUT PICTURES) Here is a picture of the bell.	It's a bell.
	3. (HOLD UP PICTURE OF COMB) What is this? Listen to the sound I make with the comb (RUB COMB). (HAND OUT PICTURES) Here is a picture of a comb.	It's a comb.
	4a. (HOLD UP HORN) Here is something new. It's a horn. Say horn. Listen to the horn (BLOW HORN). What do you hear?	Horn. You hear the horn.
	b. (SUBSTITUTE CHILDREN'S NAMES FOR LETTERS A,B,C,D,E) A, you blow the horn and we will listen. A, what do you hear?	You hear the horn.
	c. Now give the horn to B. B, blow the horn. What do you hear, B?	You hear the horn.
	d. It's your turn C. Blow the horn. What do you hear, C?	You hear the horn.
	e. Give the horn to D. D, blow the horn.	
	f. E, you blow the horn.	
	g. E, give the horn to me.	
	h. (HOLD UP PICTURE OF HORN) What is this?	It's a picture of a horn

PROGRAM LANGUAGE OF INSTRUCTION 2 (1-01-2)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	5. (HAND OUT PICTURES OF HORN) Here is a picture for each of you. When you hear the horn, <u>hold up</u> the picture of the horn.	
Horn <u>inside</u> box	Listen: (BLOW HORN) Hold up the picture!	(HOLD UP PICTURE) Good! We're <u>holding up</u> the picture of the horn.
	6a. (HOLD UP CRICKET) This is a cricket. Say cricket.	Cricket,
	b. Listen to this noise (SNAP CRICKET), Now you each can have a turn.	You hear the sound of the cricket.
	c. <u>A</u>, make the sound of a cricket.	
	d. <u>B</u>, you make the sound of a cricket. What do you hear, <u>B</u>?	You hear the sound of the cricket.
	e. Give the cricket to <u>C</u>. <u>C</u>, make the sound of a cricket.	
	f. Give the cricket to <u>D</u>. <u>D</u>, make the sound of a cricket. What do you have in our hand?	You have a cricket.
	g. <u>E</u>, make the sound of a cricket.	
	7. (HOLD UP PICTURE OF CRICKET) What is this? (HAND OUT PICTURES) Here is a picture for each of you. Put it on the table with the other pictures. When you hear me make the sound of a cricket, hold up the picture of a cricket.	It's a picture of a cricket.
Cricket <u>inside</u> box	8. Listen! (SNAP CRICKET) Hold up the picture.	(HOLD UP PICTURE) Good! We're holding up the picture of a cricket.
Cricket, horn <u>inside</u> box	9a. The horn and the cricket are inside the box. When you know which sound you hear, hold up the picture.	
	b. (BLOW HORN IN BOX) Show me the picture!	(HOLD UP PICTURE) It's a horn.
	c. (SNAP CRICKET) Show me the picture!	(HOLD UP PICTURE)

PROGRAM LANGUAGE OF INSTRUCTION 2 (1-01-2)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	10. Here is another sound (CLAP HANDS). I'm clapping my hands (CLAP) Now you do it. Clap your hands. What are you doing?	We are clapping.
	11. (HAND OUT PICTURES) Here is a picture of clapping hands. When you hear me clap, hold up the picture. (CLAP HANDS IN BOX) Hold up the picture!	(HOLD UP PICTURE)
	12a. (PUT ALL ITEMS INTO BOX, MAKING SURE CHILDREN SEE WHAT EACH IS) Now all the sounds are in the box. When you know which sounds you hear, show me the picture.	(SHOW EACH ITEM AS REINFORCEMENT)
	b. (BLOW HORN) Show me the picture.	
	c. (SNAP CRICKET) Hold up the picture.	
	d. (CLAP HANDS) Find the picture.	
	e. (SHAKE RATTLE) Show me the picture.	
	f. (RUB COMB) Find the picture.	
	g. (RING BELL) Hold up the picture.	
	(COLLECT PICTURES)	
	13a. Now, let's play the look and point game. When we want to find something, we look for it. How do we find something?	We look for it.
	b. Then we point to show where it is. How do we show where something is?	We point to it.
	c. Look first. Then point. Look for the door. Point to it.	
	d. Look for the window. Point to it.	Good!

PROGRAM LANGUAGE OF INSTRUCTION 2 (1-01-2)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET - TURN TO FIRST PAGE)	
	Here is a book with pictures (TURN EACH PAGE OF THE BOOKLET AS YOU READ SCRIPT).	(POINT TO EACH PICTURE AS REINFORCEMENT)
Crayon, key, stamps, boy, truck	1. A, look for the crayon. Point to it.	Here is the crayon.
	B, look for a key. Point to it.	Here is the key.
	C, look for the stamps. Point to them.	Here are the stamps.
	D, look for the boy. Point to him.	Here is the boy.
	E, look for the truck. Point to it.	Here is the truck.
tree, dog, key, man, airplane	2. Now we are going to look at some more pictures.	
	A, look for the picture of a tree. Point to it.	Here is a tree.
	B, look for the picture of a dog. Point to it.	Here is the dog.
	D, find the picture of the key. Point to it.	Here is the key.
	E, see the picture of the airplane. Point to it.	Here is the airplane.
car, matches, boy, stamps, flower	3. A, find the car. Point to it.	Here is the car.
	B, find the picture of matches. Point to them.	Here are the matches.
	C, look for the boy. Point to him.	Here is the boy.
	D, find the stamps. Point to them.	Here are the stamps.
	E, look for the flower. Point to it.	Here is the flower.
	When you want to find something, you look for it. How do you find something?	You look for it.
	When you want to show where something is, you point to it. How do you show where something is?	You point to it.
	You look and then you point.	
Boy walking/girl walking	4. Remember the story we told yesterday about a boy and girl at school? Let's tell another story about them: (POINT TO FIRST PICTURE) The boy is walking. (POINT TO SECOND PICTURE) Now you tell me about this one.	The girl is walking to school.

PROGRAM LANGUAGE OF INSTRUCTION 2 (1-01-2)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Boy and girl walking to school/boy and girl walking into room	5. (POINT) The boy and girl are walking to school. (POINT) Now you tell me.	The boy and girl are walking into the room.
Boy and girl greeting teacher/ boy and girl greeting children	6. (POINT) The boy and girl say, "Good morning, teacher." (POINT) Tell me.	The boy and girl say good morning to the children.
Children painting/ children building blocks	7. (POINT) Some of the children are painting. (POINT) Tell me.	Some of the children are building with blocks.
Children in sandbox/ children reading books	8. (POINT) Some of the children are playing in the sandbox. (POINT) Tell me.	Some of the children are reading books.
Children playing at school	9. (POINT) All of the children have fun at school. Now you say it. You're very good storytellers! We'll tell more stories about the boy and girl again tomorrow. (PUT MATERIALS AWAY)	All of the children have fun at school.

PROGRAM LANGUAGE OF INSTRUCTION 3 (1-01-3)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Listening Game: (SAME AS 1-01-2)	(SAME AS 1-01-2)	Children will listen and point to objects, pictures of objects, and echo sentences. When shown pictures, children will produce sentences to describe them.	chair man train woman clown wagon fish bowl

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(TAKE OUT LISTENING GAME)	
	1. Now it's time to play our listening game. The bell, the rattle, the cricket, the comb and the horn are in the listening box.	
Rattle	a. (SHAKE RATTLE <u>OUTSIDE</u> OF BOX) What's this? Here is a picture of a rattle. Put it on the table.	It's a rattle.
Bell	b. (RING BELL OUTSIDE OF BOX) What's this? Here is a picture of a bell.	The bell is ringing.
Horn	c. (BLOW HORN OUTSIDE OF BOX) What's this? This is a picture of a horn.	This is a horn.
Cricket	d. (SNAP CRICKET OUTSIDE OF BOX) What's this? Here is a picture of a cricket.	This is a cricket.
	2. (PUT ALL OBJECTS IN BOX) Now I'm going to hide the sound makers in the box. When you know what it is, hold up the picture and tell me what it is.	
	a. (BLOW HORN <u>INSIDE</u> BOX) Show me the picture. What is it?	(HOLD UP PICTURE) It's a horn.
	b. (SNAP CRICKET INSIDE BOX) Show me the picture. What is it?	(HOLD UP PICTURE) It is a cricket.
	c. (RING BELL INSIDE BOX) Hold up the picture. What is it?	(HOLD UP PICTURE) It is a bell.
	d. (SHAKE RATTLE INSIDE BOX) Hold up the picture. What is it?	(HOLD UP PICTURE) It's a rattle.

PROGRAM LANGUAGE OF INSTRUCTION 3 (1-01-3)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	3. Listen to two more sounds: (CLAP HANDS AND RUB COMB INSIDE BOX).	
	a. (CLAP HANDS OUTSIDE BOX) What's this?	It's clapping and here is a picture of someone clapping.
	b. (RUB COMB OUTSIDE BOX) What's this?	It's a comb, and here is another picture.
	4. Now I'll hide these sounds too!	
	a. (RUB COMB INSIDE BOX) Show me the picture. What is it?	(HOLD UP PICTURE) It's a comb.
	b. (CLAP HANDS INSIDE BOX) Show me the picture. What is it?	(HOLD UP PICTURE) It's clapping.
	5. (CONTINUE MAKING SOUNDS IN SOUND BOX AND ASK CHILDREN TO HOLD UP PICTURES. SAY EACH TIME: "Hold up the picture. What is it?" USE FOLLOWING ORDER: RATTLE, HORN, COMB, BELL, CRICKET, AND CLAPPING)	(HOLD UP PICTURE FOR CONFIRMATION)
	(PUT LISTENING GAME AWAY)	
**********	**********	**********
	(HOLD UP BOOKLET - TURN TO FIRST PAGE)	
	Today we are going to play our look and point game with new pictures. Here is a picture of a classroom. Let's see what we can find. (TURN EACH PAGE OF THE BOOKLET AS YOU READ THE SCRIPT)	(POINT TO EACH PICTURE AS REINFORCEMENT)
Chair, fish bowl, train, clown, wagon	1. A, look for a chair. Point to it.	Here is a chair.
	B, find a fish bowl. Point to it.	Here's the fish bowl.
	C, look for a train. Point to it.	Here is the train.
	Now D, find a clown. Point to him.	The clown is here.
	E, look at the wagon. Point to it.	There's the wagon.

PROGRAM LANGUAGE OF INSTRUCTION 3 (1-01-3)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Man, window, table, bicycle, dog	2. Here is another picture. There are many things to find. Look, then point. D, find a man. Point to him. A, find a window. Point to it. B, point to the table. E, point to a bicycle. C, point to the dog. Now it is time to tell stories about the girl and boy going to school. You tell me about the pictures all by yourselves (CHILDREN SHOULD BE ABLE TO PRODUCE STORIES ALL BY THEMSELVES).	(POINT) (POINT) (POINT) (POINT) (POINT)
Boy walking/girl walking	3. (POINT) Tell me about this picture (PAUSE) and (POINT) now about this one.	The girl is walking.
Boy and girl walking to school/boy and girl walking into room	4. (POINT) Tell me about this picture (PAUSE) and (POINT) now about this one.	The boy and girl walk into the room.
Boy and girl greeting teacher/boy and girl greeting friends	5. (POINT) Tell me about this picture (PAUSE) and (POINT) now about this one.	The boy and girl say good morning to their friends.
Children painting/ children building blocks	6. (POINT) Tell me about this picture (PAUSE) and (POINT) now about this picture.	Some of the children are building with blocks.
Children in sandbox/ children reading books	7. (POINT) Tell me about this picture (PAUSE) and (POINT) now about this picture.	Some of the children are reading books.
All children playing	8. (POINT) Tell me about this picture. (PRAISE CHILDREN..... PUT MATERIALS AWAY)	All of the children have fun at school.

PROGRAM LANGUAGE OF INSTRUCTION 4: COLOR FEEDBACK 1 (1-02-4)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Student Booklets Marking pens Bell	Teacher shows booklet, hands out booklets and marking pens, helps children turn pages if necessary.	Children will name colors red and green, discriminate between these colors; turn pages in booklet and mark items to get red and green color feedback.	spots red mark green turn the page magic pens

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP TEACHER BOOKLET - TURN PAGES AS YOU READ THE SCRIPT)	
<u>fishbowl</u> (red spot), carrot (no spot)	1. Look at these pictures. Find the one with a dot under it. What color is the spot?	The spot is red.
toy chest (no spot), <u>scooter</u> (green spot)	2. What color is the spot?	The spot is green.
<u>doll</u> (green spot), baseball bat (grey spot)	3. Look at these pictures. There is a spot under each picture. Look at the doll. What color is the spot under the doll?	The spot under the doll is green.
<u>wagon</u> (red spot), bike (grey spot	4. What color is the spot under the wagon?	The spot is red.
<u>fireman</u> (red spot), slide (grey spot)	5. Which picture has a red spot here?	The fireman has a red spot.
<u>cow</u> (green spot), deer (red spot)	6. What color is the spot under the cow?	The spot under the cow is green.
<u>bucket</u> (green spot), football (grey spot)	7. Which picture has a green spot here?	The bucket has the green spot.
<u>butterfly</u> (red spot), turtle (green spot)	8. What color is the spot under the butterfly? (PUT TEACHER BOOKLET AWAY)	The spot is red.

PROGRAM LANGUAGE OF INSTRUCTION 4: COLOR FEEDBACK 1 (1-02-4)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT STUDENT BOOKLETS)	
	9a. Here are some booklets for you. Everybody put your hands in your laps until we are ready to begin. (RING SMALL BELL WHERE INDICATED) (BELL)	
	b. Did you hear the bell? The bell will tell you when to turn the page. You turn the page in the booklet when you hear the bell ring. Let's try it. When you hear the bell, turn the page. (BELL)	
Dog	10a. Did you turn the page?	We turn the page when we hear the bell.
	b. What do you see on this page? (BELL)	A dog.
Boy and girl running	11a. Did you turn the page?	We turn the page when we hear the bell.
	b. What picture is on this page? (BELL)	A boy and girl running.
Birthday cake	12a. What did you do when you heard the bell?	You turned the page.
	b. What do you see on this page?	A birthday cake.
Elephant	13a. When do you turn the page?	You turn the page when you hear the bell.
	b. What do you see on this page? (BELL)	An elephant.
Boy tying shoe	14a. Did you turn the page?	Good!
	b. What picture is on this page?	A boy tying his shoe.

PROGRAM LANGUAGE OF INSTRUCTION 4: COLOR FEEDBACK 1 (1-02-4)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT MARKING PENS) Now, I am going to give you some magic pens. Let's see how they work. (BELL)	
	Did you turn the page when you heard the bell? (CHECK TO SEE IF EVERYONE HAS TURNED PAGE)	Good!
Girl, cat, tree	15a. Do you see a picture of a girl?	Yes, there is a picture of a girl.
	b. Point to the picture of the girl (SEE THAT EACH CHILD POINTS CORRECTLY).	
	c. Now take your magic pen and mark the little spot under the girl (CHECK TO SEE ALL ARE CORRECT).	
	d. What happened when you marked the spot? (BELL)	The spot turned green.
Clown, kite, fish	16a. Did you turn the page when you heard the bell?	Good!
	b. Find the picture of the fish. Mark the spot under the fish with your magic pen.	
	c. Did the spot turn green? (BELL)	Yes, the spot turned green.
Flower, phone, mouse	17a. Mark the spot under the phone.	
	b. Did the spot turn green? (BELL)	Yes, the spot turned green.
Cat, football, basket	18a. Now, let's mark the spot under the cat.	Look, the spot turned red.
	b. Let's mark another picture. Mark the dot under the basket. Is the spot green? (BELL)	Yes, the spot is green.

PROGRAM LANGUAGE OF INSTRUCTION 4: COLOR FEEDBACK 1 (1-02-4)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Bird, table, pipe	19a. Mark the dot under the bird. b. What color is the spot? (BELL)	Green.
Boy, grapes, bike	20a. Mark the bike. b. Was the spot green? c. Now let's mark another picture. Mark the boy. Did the spot turn green? (BELL)	No, the spot turned red. Yes, the spot turned green.
Clock, shoes, spoon	21a. Mark the shoes. b. Did the spot turn green? c. Mark the spoon. Did it turn green? (BELL) (PRAISE CHILDREN..... PUT MATERIALS AWAY)	No, the spot turned red. Yes, it turned green.

PROGRAM LANGUAGE OF INSTRUCTION 5: BOOKLET INSTRUCTIONS (1-03-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Teacher picture of girl Student Booklets Marking pens Bell	Teacher shows booklet and children respond orally. Teacher reads script and children respond in booklets by marking spots and answering questions orally.	Children will identify and label colored pictures as red or green. Children will turn pages in a booklet when bell rings and discriminate between a correct and an incorrect response.	red green right spot

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP TEACHER BOOKLET - TURN PAGES AS YOU READ THE SCRIPT)	
Green butterfly	1. What color is this?	It's green.
Red apple	2. What color is this?	It's red.
Green shirt	3. What color is this?	It's green.
Red dress	4. What color is this?	It's red.
Large green spot	5. What color is this big spot?	This big spot is green.
Large red spot	6. What color is this big spot?	This big spot is red.
Little green spot	7. What color is this little spot?	This little spot is green.
Little green spot	8. What color is this little spot?	This little spot is green.
Little red spot	9. What color is this little spot?	This little spot is red.
Little green spot	10. What color is this little spot?	This little spot is green.
Little red spot	11. What color is this little spot?	This little spot is red.
	(HAND OUT STUDENT BOOKLETS) Here are some booklets for you. Don't open them now. The bell will tell you when to turn the page. You turn the page when you hear the bell ring. Let's try it. When you hear the bell, turn the page. (RING BELL WHERE INDICATED) (BELL)	

PROGRAM LANGUAGE OF INSTRUCTION 5: BOOKLET INSTRUCTIONS (1-03-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Girl	12. Do you see the girl? (BELL)	Good. We all turned the same page.
Clown	13. Do you see the clown?	Good.
Telephone	14. What do you see on this page?	A telephone.
Fish	15. What do you see on this page?	A fish.
	Now I'm going to give you some magic pens (HAND OUT MARKING PENS). When I ask you a question, these pens will help you find the answers. Let's see how they work. (BELL) (CHECK TO SEE THAT EVERYONE HAS TURNED PAGE)	
Horn, car	(PLACE PICTURE OF SALLY IN FRONT OF CHILDREN) 16a. Here is a picture of a girl. Her name is Sally. Sally has a favorite toy. Let's find out what it is. Maybe it's the car. Mark the spot under the car and let's find out. (ASSIST CHILDREN IN MARKING SPOT IF ALL HAVE NOT MARKED)	The spot turned red; red tells you this is not the answer. Let's try again.
	b. Mark the spot under the horn. (BELL)	The spot under the horn turned green! Green tells us this is the answer. The horn is Sally's favorite toy.
Grapes, cake	17a. Now we're going to find Sally's favorite food. Maybe it's the grapes. Mark the spot under the grapes and find out.	The spot turned red; red tells you this is not the answer.

PROGRAM LANGUAGE OF INSTRUCTION 5 (1-03-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	17b. Are the grapes her favorite food?	No, the spot turned red. The grapes are not her favorite food.
	c. Let's try again. Mark the spot under the cake. (BELL)	The spot turned green. Green tells us the cake is Sally's favorite food.
Dog, cat	18a. Sally has a favorite pet, too. Maybe it's the cat. Let's mark the spot under the cat and find out.	The spot turned red. Red tells you this is not the answer.
	b. Let's try again. Mark the spot under the dog. (BELL)	The spot turned green. Green tells us the dog is Sally's pet.
Hat with flower, plain hat	19. Let's find Sally's favorite hat. (BELL)	The green spot tells you that you found the answer. The red spot tells you to look again.
Wooden chair, stuffed chair	20. Sally has a favorite chair. Let's find out which chair is Sally's favorite. (BELL)	A green spot tells you that you found the answer. A red spot tells you to try again.
Little house, big house	21. One of the houses is Sally's favorite house. Let's find out which one it is. (BELL)	The green spot tells you that you found the answer. The red spot tells you to look again.
	(PUT MATERIALS AWAY)	

PROGRAM LANGUAGE OF INSTRUCTION 6: REVIEW OF COLOR FEEDBACK 1 (1-03-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher picture Student Booklets Marking pens Tape	Teacher presents taped commentary, hold up picture, and supervises booklet marking.	Discriminate between red and green color feedback.	green red

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(PLACE PICTURE OF BOY ON TABLE, HAND OUT BOOKLETS, PENS) Today we are going to find some of Billy's favorite things.	
Boy		
Boat, <u>airplane</u>	1. Billy has a favorite prize. Let's find out which one it is. (BELL)	The green spot tells us the airplane is his favorite prize.
<u>Dog</u>, horse	2. Billy has a favorite animal. Let's find out which one it is. (BELL)	The red spot tell us the horse is <u>not</u> his favorite animal. Let's see if it's the dog.
<u>Dog</u>, horse	3. Now, you mark the spot under the dog. What color is the spot? (BELL)	The green spot tells us the dog is Billy's favorite animal.
<u>Big book</u>, little book	4. Billy has a favorite book. Find out which one it is. (BELL)	The green spot tells us the big book is Billy's favorite.
Cat, <u>turtle</u>	5. Billy has a favorite pet. Let's see if it's the cat.	The red spot tells us the cat is <u>not</u> his favorite.
	That means the turtle is Billy's favorite pet. Let's make sure. Mark the spot under the turtle. (BELL)	The green spot tells us the turtle is Billy's favorite pet.
Bicycle, <u>wagon</u>	6. Billy has a favorite toy. Maybe it's the bicycle. Let's mark a spot under the bicycle and find out.	The spot turned red; the bicycle is not it. Let's try again.
	Mark the spot under the wagon. (BELL)	The spot turned green. The wagon is Billy's favorite toy.

PROGRAM LANGUAGE OF INSTRUCTION 6 (1-03-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<u>Apple</u>, banana	7. Billy has a favorite fruit. Maybe it's the banana. Let's mark a spot under the banana and find out. Mark the spot under the apple. (BELL)	The spot turned red; the banana is not the answer. The spot turned green; the apple is his favorite.
Train, <u>car</u>	8. Guess which one is Billy's favorite. Maybe it's the car. Let's mark the spot under the car and find out. (BELL)	Hurrah! The car is Billy's favorite.
<u>Ice cream cone</u>, coke	9. Billy likes to eat. Which one is his favorite food? (BELL)	The ice cream is Billy's favorite.
<u>Boy with hat</u>, different boy with no hat	10. Mark the spot under the friend you think is Billy's favorite. (BELL)	The boy with the hat on is Billy's favorite friend.
Beachball, <u>football</u>	11. Mark the spot under the ball you think is Billy's favorite. (BELL)	The football is Billy's favorite ball.
	(PUT MATERIALS AWAY)	

PROGRAM LANGUAGE OF INSTRUCTION 7: REVIEW OF COLOR FEEDBACK 2 (1-07-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark booklets.	Children will discriminate between red and green color feedback.	green red again

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark in our booklets. (BELL)	
Bear, cup, <u>tree</u>	1. Find the tree. Now mark under the tree. Did the spot turn green? (BELL)	Green means you found the tree. Red means look again.
Shirt, <u>bear</u>, bell	2. Find the bear. Mark it..... Did the spot turn green? (BELL)	Green means you found the bear. Red means look again.
Bat, sandwich, <u>chair</u>	3. See the chair? Mark it..... What color is the spot? (BELL)	Green means you found the chair. Red means look again.
<u>Fork</u>, house, hat	4. Look for the fork. Mark it..... What color did you get? (BELL)	Green means you found the fork. Red means look again.
Cat, <u>car</u>, boat	5. Look for the car. Mark it..... What color did you get? (BELL)	Green means you found the car. Red means look again.
<u>Airplane</u>, boy, snake	6. Look for the airplane. Mark it..... What color did you get? (BELL)	Green means you found the airplane. Red means look again.

PROGRAM LANGUAGE OF INSTRUCTION 7: REVIEW OF COLOR FEEDBACK 2 (1-07-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Bird, horn, apple	7. Look for the bird. Mark it..... What color did you get? (BELL)	Green means you found the bird. Red means look again.
Lizard, boy, book	8. Mark the boy..... What color did you get? (BELL)	Green means you found the boy. Red means look again.
	(PUT MATERIALS AWAY)	

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PROGRAM LANGUAGE OF INSTRUCTION 8: REVIEW OF COLOR FEEDBACK 3 (1-08-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark booklets.	Children will discriminate between red and green color feedback.	green red again

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Now we are going to mark in our booklets. (BELL)	
Bell, book, candle	1. Find the candle. Mark under the candle. What color did you get? (BELL)	Green means you found the candle. Red means look again.
Helicopter, flower, kangaroo	2. Look for the helicopter. Mark it. What color did you get? (BELL)	Green means you found the helicopter. Red means look again.
Pen, turtle, light bulb	3. Mark the turtle. What color did you get? (BELL)	Green means you found the turtle. Red means look again.
Chair, submarine, television	4. Mark the submarine. What color did you get? (BELL)	Green means you found the submarine. Red means look again.
Train, ladder, cowboy	5. Mark the cowboy. What color did you get? (BELL)	Green means you found the cowboy. Red means look again.
Robot, bicycle, kite	6. Mark the robot. What color did you get? (BELL)	Green means you found the robot. Red means look again.

PROGRAM LANGUAGE OF INSTRUCTION 8: REVIEW OF COLOR FEEDBACK 3 (1-08-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Dog, horse, cow	7. Mark the cow. What color did you get? (BELL)	Green means you found the cow. Red means look again.
Car, motorcycle, truck and trailer	8. Mark the car. What color did you get? (BELL)	Green means you found the car. Red means look again.
	(PUT MATERIALS AWAY)	

PROGRAM COLOR 1: GREEN (1-02-1)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	Identify and label the color green.	color green

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Green page	(HOLD UP BOOKLET) 1. Hello, boys and girls. This color is green. Say "green." What color is this?	Green. This color is green.
Gary, the grasshopper	2. This is Gary. Gary is a green grasshopper. What color is Gary?	Gary is green.
Gary hopping in grass	3. Gary loves to hop around in the green grass. What color is the grass?	The grass is green.
Gary standing by signal	4. Gary has stopped hopping. Tell me why Gary has stopped.	Gary has stopped because the light is not green.
Gary crossing street	5. Now Gary can go. The light is green. What color is the light?	The light is green.
Gary in green tree	6. Where did Gary go? Can you find him? It's hard to see Gary in the leaves of the tree because Gary is green and so are the leaves. What color is Gary? What color are the leaves?	Gary is in the tree. Green. The leaves are green too.
Gary standing in sun	7. What color are Gary's eyes?	Gary's eyes are green.
Gary standing on lima bean	8. What color is the lima bean?	The lima bean is green.
Gary lying on string bean	9. What color is the string bean?	The string bean is green like Gary.
Red apple	10. Is this apple green?	No, this apple is not green.

PROGRAM COLOR 1: GREEN (1-02-1)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Red apple, green leaf	11. Tell me what is green in this picture.	The leaf is green.
Gary	12. What is Gary's favorite color?	Gary's favorite color is green.
	Now we're going to play a game with the color green. I'm going to tell you what I see and then you will tell me what you see. Ready?	
Green tree	13. I see a green tree. What do you see? Remember to say "I see." (PROMPT IF NECESSARY)	I see a green tree.
Green ball	14. I see a green ball. What do you see?	I see a green ball.
Green turtle	15. I see a green turtle. What do you see?	I see a green turtle.
Girl, green dress	16. What do you see here that is green?	I see a green dress.
Boy, green shirt	17. What do you see in this picture that is green?	I see a green shirt.
Green butterfly	18. What do you see now that is green?	I see a green butterfly.
Boy on red chair, tieing green shoes	19. What do you see now that is green?	I see green shoes.
Girl, yellow dress, playing with green doll	20. What do you see here that is green?	I see a green doll.
Boy playing with green truck, red shovel	21. What do you see that is green?	I see a green truck.
Boy, yellow shirt, with green block, red truck	22. What do you see that is green?	I see a green block.
Boy, yellow shirt; girl, yellow blouse, red ribbon, at green table	23. What do you see that is green?	I see a green table.
Teacher, red hair, yellow dress, on green chair	24. What do you see that is green? Tomorrow we will play the color game again. (PUT MATERIALS AWAY)	I see a green chair.

PROGRAM COLOR 2: RED (1-02-2)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet and runs tape.	Children will identify and label the color red.	color red

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(SET UP TAPE RECORDER. BELL ON TAPE MEANS TO TURN THE PAGE. START TAPE RECORDER. HOLD UP BOOKLET) (BELL)	
Design with various shades of red, blue and yellow	1. Hello boys and girls. We are looking at colors. These are all colors. What are we looking at? (BELL)	We are looking at colors.
Medium red	2. Today we are going to talk about colors. This is the color red. Say red. (BELL)	Red
Light red	3. This color is also red. Say red. (BELL)	Red
Dark red	4. This color is also red. What color is this? (BELL)	This color is red.
Doll in red wagon	5. What color is this wagon? Is the doll's dress red? (BELL)	Red, the wagon is red. No, it is not red.
Red fire engine	6. What color is the fire engine? (BELL)	The fire engine is red.
Fred, cartoon character with red hair, dressed in red	7. Now you are going to hear a story. "Hello! My name is Fred. My favorite color is red. Do you know what my favorite color is?" (BELL)	Red! My favorite color is red.

PROGRAM COLOR 2: RED (1-02-2)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Fred looking up at red apples on tree	8. "Take a walk with me and let's see where my favorite color red can be! Where is red? You tell me." "Are these leaves red?" (BELL)	Right up here in this apple tree. No, they are not red.
Fred bending down, looking at red paint on his knee	9. "Let's see where else red can be. Red is on my knee." Where is the red? (BELL)	Red is on his knee.
Fred beckoning	10. "Let's go to the circus now and see what we can see." (BELL)	
Clown with big red nose, standing on his head	11a. "Who do you see?" b. "What color is his nose?" c. "Are his buttons red?" (BELL)	A clown standing on his head. His nose is red. No, they are not red.
Circus scene: ring with bear wearing red hat	12. "Tell me, what is red here?" (BELL)	The bear's hat is red.
Above circus scene with man selling red balloons, kangaroo wearing big red floppy shoes	13a. "And look at the balloons. What color are they?" b. "What color are the shoes on the kangaroo?" c. "Is the bear red?" d. "Is the bear's hat red?" e. "Is the man's hat red?" f. "Now you tell me all of the red things you can see. (PRAISE CHILDREN..... PUT MATERIALS AWAY)	They are red. Red, the kangaroo's shoes are red. No, the bear is not red. Yes, the bear's hat is red. The man's hat is not red.

PROGRAM COLOR 3: RED AND GREEN (1-02-3)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet	Teacher holds up booklet and reads script. Children respond orally.	Children will name colors and discriminate between red and green.	red green color spot

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET. TURN EACH PAGE OF THE BOOKLET AS YOU READ THE SCRIPT.)	
	1a. Today we are going to play I see. Say, "I see." (NOTE: IF A RESPONSE IS INCOMPLETE, HAVE CHILDREN RECITE THE COMPLETE RESPONSE.)	I see.
Red color swatch	b. The color of this paper is red. Say red.	Red.
	c. What color is this paper?	The color of this paper is red.
Red apple	2. I am going to tell you what I see that is red, and then you tell me what you see that is red. I see a red apple. What do you see?	I see a red apple.
Red dress	3. I see a red dress. What do you see?	I see a red dress.
Red bird	4. What do you see here that is red?	I see a red bird.
Red umbrella	5. What do you see here that is red?	I see a red umbrella.
Red book	6. What do you see here that is red?	I see a red book.
Boy in yellow shirt playing with red truck	7. What do you see here that is red?	I see a red truck.
Boy in yellow pants and red shirt	8. What do you see here that is red?	I see a red shirt.
Boy on red chair tying green shoes.	9. What do you see here that is red?	I see a red chair.

PROGRAM COLOR 3: RED AND GREEN (1-02-3)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	10a. Now we are going to play I see with the colors red and green. Say, "I see."	I see.
Green turtle	b. I see a green turtle. What do you see that is green?	I see a green turtle.
Girl with red bows, teacher with yellow hair, green book	11. I see red bows. What do you see that is red?	I see red bows.
Green tree	12. What do you see here that is green?	I see a green tree.
Teacher with red hair and yellow dress, sitting on green chair	13. What do you see here that is red?	I see red hair.
Green dolls, yellow dress	14. What do you see here that is green?	I see a green doll.
Boy playing with green truck and red shovel	15. What do you see here that is red?	I see a red shovel.
Boy wearing yellow shirt, playing with red truck and green block	16. What do you see here that is red?	I see a red truck.
Green table, yellow clothes, red bow	17. What do you see here that is green?	I see a green table.
Big red spot	18. What color is this?	This is red.
Big green spot	19. What color is this?	This is green.
Little green spot	20. What color is this?	This is green.
Little red spot	21. What color is this?	This is red.
Giraffe with green spot	22. What color is the spot under the giraffe?	The spot is green.
Clown with red spot	23. What color is the spot under the clown? (PRAISE CHILDREN..... PUT MATERIALS AWAY)	The spot is red.

PROGRAM COLOR 4: YELLOW (1-03-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet to cued tape; children respond to taped questions.	Children will identify and label the color yellow.	yellow

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Medium yellow square	1. Today we are going to learn a new color. Yellow. Say yellow. (BELL)	Yellow.
Light yellow square	2. This color is yellow, too. Say yellow. (BELL)	Yellow.
Dark yellow square	3. This is also yellow. Say yellow. (BELL)	Yellow.
Sun	4. What color is the sun? (BELL)	The sun is yellow.
Lemon	5. What color is this lemon? (BELL)	The lemon is yellow.
Three yellow squares, medium, light, dark	6. Now I'm going to tell you a story about yellow. But first, what are all these colors called? (BELL)	These colors are called yellow.
Boy with blonde hair, dressin yellow	7. Hello, my name is Sam Yellow Fellow, and my favorite color is yellow. What is my favorite color? (BELL)	My favorite color is yellow.
Sam talking and walking	8. Let's go to the zoo and look for my favorite color, yellow. What's my favorite color?	Yellow.

PROGRAM COLOR 4: YELLOW (1-03-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Sam standing in front of tiger	9. The tiger in the cage has stripes. Some stripes are black. What color are the other stripes? (BELL)	They're yellow, as yellow can be!
Sam looking up at sun	10. Now look up at the sky. What color is the sun shining in your eyes? (BELL)	The sun is yellow.
Sam sitting at table	11. "Let's have some lunch," said Sam. Everything that Sam ate was what color? (BELL)	Yellow!
Popcorn	12. Let's see what Sam is eating. (BELL)	Popcorn is yellow.
Corn on cob, butter	13a. What else is yellow? b. Is the dish yellow? (BELL)	Corn and butter are yellow. No, it is not yellow.
Yellow cheese	14a. What is yellow here? b. Is the plate yellow? (BELL)	Cheese is yellow. No, it is not yellow.
Fruit dish	15a. Is the apple yellow? b. What is yellow? (BELL)	No, it is not yellow. The banana is yellow.
Lemon, lemon pie	16a. What else is yellow? b. Is the plate yellow? (BELL)	The lemon and the lemon pie are yellow. No, it is not yellow.
Yellow jello	17. What else is yellow? (BELL)	Sam is eating yellow jello.
Sam eating above foods	18. Now you tell me some of the things Sam is eating that are yellow.	
	(PUT MATERIALS AWAY)	

PROGRAM COLOR 5: RED, GREEN, YELLOW LOTTO (1-04-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
5 Lotto boards 30 Lotto cards	Teacher asks questions and tells children to respond in complete sentences. Game is played on the same basis as Bingo.	Children will identify colored objects and answer in complete sentences.	red green yellow

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(GIVE EACH CHILD ONE LOTTO BOARD) We are going to play color lotto today. (HOLD ALL CARDS IN HAND - DO NOT SHOW TO CHILDREN) I'll tell you what card I have. You look and see if you have the same picture on your board. If you do, raise your hand. (READ CARD WITHOUT SHOWING IT TO CHILDREN) e.g., I have a red shoe. Who has a red shoe? (TO CHILD WITH MATCHING PICTURE:) You say, "I have a red shoe." Be sure to say the whole sentence. Now I'll put my card on top of the red shoe on your board. (TO CHILD WITH NON-MATCHING PICTURE:) No, I don't see a red shoe on your card. (CONTINUE IN THIS MANNER UNTIL ALL CARDS HAVE BEEN GIVEN OUT AND CHILDREN'S LOTTO BOARDS ARE FULL. THERE WILL BE A FIRST WINNER, SECOND WINNER, THIRD WINNER, FOURTH WINNER, FIFTH WINNER) (COLLECT PICTURES AFTER FIRST ROUND, THEN GIVE A DIFFERENT BOARD TO EACH CHILD. REPEAT GAME WITH TEACHER AS LEADER.) (THEN GIVE CHILD A 6 CARDS) Now A, you may be the teacher. (ONE GAME WITH A AS LEADER) (CONTINUE ABOVE PROCEDURE UNTIL EACH CHILD HAS HAD A TURN) (PUT MATERIALS AWAY)	

PROGRAM COLOR 6: COLOR REVIEW - CARS IN GARAGES (1-05-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Red, green, yellow cars Red, green, yellow strips	Teacher asks questions and children answer verbally.	Children will name three colors and answer questions about colors in complete sentences.	red yellow green garage car

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Red car	1a. (HOLD UP RED CAR) What color is this car?	This car is red.
Yellow car	b. (HOLD UP YELLOW CAR) What color is this car?	This car is yellow.
Green car	c. (HOLD UP GREEN CAR) What color is this car?	This car is green.
Yellow strip	2a. Here are the garages for our cars. (POINT TO YELLOW STRIP) What color is this garage?	This garage is yellow.
Red strip	b. (POINT TO RED STRIP) What color is this garage?	This garage is red.
Green strip	c. (POINT TO GREEN STRIP) What color is this garage?	This garage is green.
Yellow car, yellow strip	3a. Now we're going to play a game. I'm going to put each car in its own garage. (PLACE YELLOW CAR ON YELLOW STRIP) See, the yellow car is in the yellow garage. Now you tell me. Where is the yellow car?	The yellow car is in the yellow garage.
Green car on green strip	b. Where is the green car? Say the whole sentence: The green car is in..... (FADE PROMPTS AS CHILDREN SAY SENTENCES).	The green car is in the green garage.
Red car on red strip	c. Where is the red car?	The red car is in the red garage.
Yellow car on yellow strip, green car on green strip, red strip	4. Now you close your eyes tightly. No peeking. I'm going to take away one car and you have to guess which one I took away (REMOVE RED CAR). a. Open your eyes. Which car is missing? b. Do you see the red car?	No, the red car is missing.
Red car	(REPLACE RED CAR)	Here it is. (OPEN HAND)

PROGRAM COLOR 6: COLOR REVIEW - CARS IN GARAGES (1-05-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	4c. Do you see the green car? Where is it?	The green car is in the green garage.
Red car on red strip, green car on green strip, yellow strip Yellow car	5. Close your eyes again. Remember, no peeking. (REMOVE YELLOW CAR) Now look. Which car is missing? (REPLACE YELLOW CAR)	The yellow car is missing. Here is is (OPEN HAND).
Red car, green car	6. (REMOVE YELLOW CAR) Which car is missing?	The yellow car! (OPEN HAND AND SHOW)
Yellow car, green car	7. (REMOVE RED CAR) Which car is missing?	The red car! (OPEN HAND AND SHOW)
Yellow car, red car	8. (REMOVE GREEN CAR) Which car is missing?	The green car! (OPEN HAND AND SHOW)
53 Green car on red strip	9. Now we're going to make the game harder. I'm going to put the cars in different color garages (PLACE GREEN CAR IN RED GARAGE). Where is the green car?	The green car is in the red garage.
56 Yellow car on green strip	10. Where is the yellow car?	The yellow car is in the green garage.
Red car on yellow strip	11. Where is the red car?	The red car is in the yellow garage.
Yellow car, green car	12. Now close your eyes tightly again. I'm taking away one of the cars (REMOVE RED CAR). All right, open your eyes. Which car did I take? (REPLACE RED CAR)	(OPEN HAND) The red car!

PROGRAM COLOR 6: COLOR REVIEW - CARS IN GARAGES (1-05-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Green car, red car	13. Close your eyes again. (REMOVE YELLOW CAR) Now open them. Which car did I take? (REPLACE YELLOW CAR)	(OPEN HAND) The yellow car!
Yellow car, green car	14. Close your eyes again. (REMOVE RED CAR) Now open them. Which car is missing?	(OPEN HAND) The red car!
Yellow car, green car	15. (REMOVE RED CAR) Which car is missing?	(OPEN HAND) The red car!
Red car, green car	16. (REMOVE YELLOW CAR) Which car is missing?	(OPEN HAND) The yellow car!
Red car, yellow car	16. (REMOVE GREEN CAR) Which car is missing?	(OPEN HAND) The green car!
	(PUT MATERIALS AWAY)	

PROGRAM COLOR 7: BLUE (1-09-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and shows booklet.	Children will identify and label the color blue.	blue stamp bird strips

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET)	
Three shades of red	1. We talked before about the color red. What colors are these? (BELL)	These colors are red.
Medium blue	2. This is a new color. It is called blue. Say blue. (BELL)	Blue.
Light blue	3. This is also called blue. Say blue. (BELL)	Blue.
Dark blue	4. This color is also blue. Say blue. (BELL)	Blue.
Medium light blue	5. What is this color? (BELL)	Blue.
Blue Chip stamp	6. What color is this stamp? (BELL)	The stamp is blue.
Blue bird	7. What color is the bird? (BELL)	The bird is blue.
Strips of different shades of blue	8. What color are all of these strips? (BELL)	They are all blue.
Girl with blue eyes, wearing blue dress, socks, shoes, blue bow in hair	9. Now here is a story about blue. Hi, and good morning to you. My name is Sue Blue. And my favorite color is blue. What is my favorite color? (BELL)	My favorite color is blue.

PROGRAM COLOR 7: BLUE (1-09-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Park scene with trees, blue flowers, blue sky, and girl looking down at them	10. Now, look at this, then you tell me, what color the sky can be? Is the tree blue? (BELL)	The sky is blue. No, the tree is not blue.
Flowers, most blue, with girl looking down at them	11. And look at the flowers. Are some of the flowers blue, too? (BELL)	Yes, some of the flowers are blue.
Girl pointing toward lake in distance	12. I climbed a tree to see where my favorite color blue can be. What color is the water, can you tell me? (BELL)	The water is blue, as blue as can be.
Close-up of girl's face; big blue eyes	13. What color are my eyes? (BELL)	My eyes are blue.
Boy with red hair, blue bird sitting next to him	14. Is the boy's hair blue? What color is the boy's hair? (BELL)	No, the boy's hair is not blue. Red.
	15. Now point to all the blue things you can see in the room.	
	(PUT MATERIALS AWAY)	

PROGRAM COLOR 8: I SEE BLUE (1-09-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and shows booklet.	Children will identify and label the color blue.	blue dress shirt pants blanket feather hat

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	In this game you have to find something blue. Then you say the name of the blue thing you see. (HOLD UP BOOKLET) I'll start the game. (BELL)	
Blue car	1. I see a blue car. You say it. (BELL)	I see a blue car.
Blue bird	2. What do you see that's blue on this page? (PAUSE) Say: "I see....." (BELL)	I see a blue bird.
Girl with blue dress	3. What do you see here that is blue? Remember to say, "I see." (BELL)	I see a blue dress.
Boy with blue shirt	4. What do you see here that is blue? (BELL)	I see a blue shirt.
Yellow dog on blue chair	5a. What do you see that is blue? b. Is the dog blue? (BELL)	I see a blue chair. No, the dog is yellow.
Boy with blue pants, green shirt	6a. What do you see now that is blue? b. Is the shirt blue? (BELL)	I see blue pants. No, the shirt is green.

PROGRAM COLOR 8: I SEE BLUE (1-09-2a)

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Man with red pants holding baby in blue blanket	7a.	What do you see that is blue?	I see a blue blanket.
	b.	Are the pants blue?	No, the pants are red.
		(BELL)	
Girl with blue hat, green dress	8a.	What do you see that is blue?	I see a blue hat.
	b.	Is the dress blue?	No, the dress is green.
		(BELL)	
Boy with yellow shirt and green shoes, sitting on blue chair	9a.	What do you see that is blue?	I see a blue chair.
	b.	Are the shoes blue?	No, the shoes are green.
	c.	Is the shirt blue?	No, the shirt is yellow.
		(BELL)	
Girl with green dress and yellow shoes, holding blue ball; boy with red shirt	10a.	Are the shoes blue?	No, the shoes are yellow.
	b.	Is the dress blue?	No, the dress is green.
	c.	Is the ball blue?	Yes, the ball is blue.
		(BELL)	
Yellow bird carrying blue feather	11a.	What do you see that's blue?	I see a blue feather.
	b.	Is the bird blue?	No, the bird is yellow.
		(BELL)	
Boy with red jacket, yellow pants, green shoes, holding blue book	12a.	Is the jacket blue?	No, the jacket is red.
	b.	Are the pants blue?	No, the pants are yellow.
	c.	Are the shoes blue?	No, the shoes are green.
	d.	Is the book blue?	Yes, the book is blue.
		(BELL)	
		(PUT MATERIALS AWAY)	

PROGRAM COLOR 9: COLOR STREET GAME (1-09-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Game boards Markers Yellow, blue, red, green beads Bead bag	Each child has individual color game board and moves a marker after drawing a colored bead.	Children will identify and label colors and select the appropriate colored space on a game board.	red blue green yellow

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Today we're going to play the Color Street game. But first, let's see if you remember your colors.	
Bag with beads in it	I'll pick a bead from this bag and you tell me what color it is.	
Red bead	(HOLD UP RED) What color is this?	This color is red.
Blue bead	(HOLD UP BLUE) What color is this?	This color is blue.
Green bead	(HOLD UP GREEN) What color is this?	This color is green.
Yellow bead	(HOLD UP YELLOW) What color is this?	This color is yellow.
Color Street board	(PUT BEADS BACK IN BAG. HAND OUT INDIVIDUAL BOARDS AND INDIVIDUAL MARKERS) Now, here is the game board and a marker. Put your marker at the beginning of Color Street. (CHECK TO SEE THAT ALL MARKERS ARE ON "START")	
	A, you pick a bead from the bag. What color is it? Move your marker to the first square on your street that is the same color as the bead. Put the bead back in the bag.	It is (COLOR).
	Now B, you pick a bead. What color is it?	It is (COLOR).
	(FOLLOW THIS FORMAT FOR EACH CHILD UNTIL THE GAME IS WON)	
	(IF TIME PERMITS GAME CAN BE REPEATED)	
	(PUT MATERIALS AWAY)	

PROGRAM COLOR 10: FISHING GAME (1-12-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
1 Fishing pole with magnetic hook 12 Fish (4 colors, 3 shapes) Box	Child identifies the fish he catches with his magnetic hook.	Children will identify and label different colored shapes.	red circle blue square green yellow triangle

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Fishing pole; red, blue, green and yellow fish with circle, triangle, or square on them, in box	Today we are going to play a fishing game. Watch me. (USING POLE, PULL OUT A FISH) See, I caught a fish with a (COLOR - SHAPE) on it. (HAND POLE TO CHILD A) Now A, you catch a fish and tell me what colored shape is on it. If you say the correct colored shape, you keep the fish. If you are wrong, you have to throw the fish back into the box. Whoever gets the most fish wins the game. Now B, you catch a fish..... (CONTINUE IN THIS MANNER UNTIL ALL CHILDREN HAVE HAD TWO OR THREE TRIES. THE CHILD WHO DESCRIBES CORRECTLY THE MOST FISH WINS THE GAME.) (PUT MATERIALS AWAY)	

PROGRAM COLOR 11: PURPLE (2-01-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape Red paddles Blue paddles	Teacher shows booklet; children respond to taped dialogue.	Children will identify and label the color purple.	pile mix bowl purple footprints paddle Easter eggs

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Bunny at table coloring eggs; 2 bowls with red and blue dye	1. It was Easter time and the Easter bunny was coloring Easter eggs. (BELL)	
Large basket filled with red eggs	2. He had a big basket full of red Easter eggs. What color are the eggs? (BELL)	The eggs are red.
Large basket filled with blue eggs	3. And a big basket of blue Easter eggs. What color are the eggs? (BELL)	The eggs are blue.
Bunny stretching; white and colored eggs on table	4. He worked all day and part of the night coloring as many Easter eggs as he could. And then he went to sleep. (BELL)	
Mouse looking at table in amazement	5. While he was sleeping, Poco, the mouse, came out of his house to look around. Poco had never seen so many eggs before. (BELL)	
Mouse running up pile of red eggs	6. Poco ran up to the top of one pile of eggs. What color are they? (BELL)	Red.

PROGRAM COLOR 11: PURPLE (2-01-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Mouse sliding down pile of blue eggs	7. And then he slid down the other pile of eggs. What color are these eggs? (BELL)	Blue.
Mouse jumping high, fall-into blue dye	8. He jumped up so high that he fell into a bowl of coloring. (BELL)	
Mouse climbing out of blue bowl, looking at himself (blue)	9. What color is Poco now? Poco liked being blue. He ran and played and jumped as high as he could. (BELL)	Blue, Poco is blue.
Mouse jumping high, falling into bowl of red dye	10. He jumped so high he fell smack into the other bowl of coloring! What color is in this bowl? (BELL)	The color in the bowl is red.
Purple mouse climbing out of red bowl	11. Look what happened! Did Poco turn red? What color is Poco now? (BELL)	No! Poco is purple.
Mouse washing in shower	12. Poco didn't know why he turned purple. He really wanted to be red, so he took a shower and washed off all of the purple color. (BELL)	
Mouse jumping into bowl of red dye	13. Then he jumped up in the air and landed in the bowl of red coloring again. What color do you think Poco will be? (BELL)	Let's look and see.
Red mouse looking in mirror	14. Look! Poco did what he said, he turned the color..... (BELL)	Red.

PROGRAM COLOR 11: PURPLE (2-01-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Mouse jumping into bowl of blue dye	15. Do you know what Poco wanted to do then? He wanted to turn the color blue again! So he jumped into the air and landed in another bowl. What color is in this bowl? (BELL)	No. Blue.
Mouse's purple head sticking out of blue bowl	16. Now what color do you think Poco will be? You tell me. (BELL)	
Purple mouse looking in mirror	17. Let's look and see. Poco turned purple! What color is Poco?..... Poco decided he wanted to stay this color. He was tired of playing, so he want home to his own little house. (BELL)	Poco is purple.
Bunny looking at purple footprints on floor, table, door, etc.	18. When the Easter bunny woke up, he looked all around and saw purple footprints all over the floor. What color footprints? (BELL)	Purple footprints.
Bunny looking in mouse hole at purple mouse	19. He followed the purple footprints and they led him to a little door. He looked through the door and what did he see? You tell me. (BELL)	A purple mouse.
Bunny and mouse pouring red dye into bowl	20. He said, "Say, purple mouse, how did you get the color purple all over my house?" The mouse said, "All you have to do is mix the colors red and blue and you can have the color purple, too." What color are the bunny and the mouse using first? (BELL)	Red.
Bunny and mouse pouring blue dye in bowl	21. And what color are they using now? (BELL)	Blue.

PROGRAM COLOR 11: PURPLE (2-01-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Bunny and mouse mixing colors to get purple	22. What color do they get when they mix red with blue? (BELL)	Purple.
Bunny and mouse smiling, dipping eggs into purple dye; purple eggs on table	23. Now they have purple coloring! The bunny and the mouse colored some more Easter eggs. What color are the eggs? And now you know how to make purple Easter eggs, too! (BELL)	Purple.
	(TURN OFF TAPE)	
Red paddle	24. (HAND RED AND BLUE PADDLE TO EACH CHILD) Hold your red paddle up to the light and look through it. What color do you see?	This color is red.
Blue paddle	25. Now hold your blue paddle up to the light. What color do you see?	This color is blue.
	26. Now put your blue paddle on top of your red paddle and you tell me what color you see.	Yes, this color is purple.
	How do we make purple?	Red and blue make purple.
	(PUT MATERIALS AWAY)	

PROGRAM COLOR 12: COLOR AND NUMERAL LOTTO (2-01-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Lotto Boards Lotto cards	Teacher hands out boards, calls out name of numeral and its color. Children respond by raising hand and matching card with appropriate space on Lotto board.	Children will match picture cards by color and numeral with corresponding pictures on Lotto boards.	one yellow two blue three red four green five purple

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Lotto bords with different combinations of numerals (1-5), using the colors yellow, blue, red, green and purple	(HAND OUT LOTTO BOARD TO EACH CHILD) We're going to play Color Lotto again. (HOLD ALL CARDS IN HAND. DO NOT SHOW CARDS TO CHILDREN.) I'll tell you what card I have. You look and see if you have the same picture on your board. Raise your hand if you do. (READ CARD WITHOUT SHOWING IT TO CHILDREN) (FOR EXAMPLE) I have a yellow two. Who has a yellow two?	(IF CHILD HAS MATCHING PICTURE): I'll put my card on top of the yellow two on your board. (IF CHILD HAS NON-MATCHING PICTURE): No, I don't see a yellow two on your board.
	(CONTINUE GAME IN THIS MANNER UNTIL ALL CARDS HAVE BEEN GIVEN OUT AND CHILDREN'S LOTTO BOARDS ARE FULL. THERE WILL BE A FIRST WINNER, A SECOND WINNER, A THIRD WINNER, A FOURTH WINNER AND A FIFTH WINNER.) (COLLECT PICTURES AFTER FIRST ROUND. GIVE A DIFFERENT BOARD TO EACH CHILD. REPEAT GAME AS LONG AS TIME PERMITS.) (PUT MATERIALS AWAY)	

PROGRAM COLOR 13: ORANGE (2-02-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape Red paddles Yellow paddles	Teacher shows booklet and children respond orally. Children make orange with red and yellow paddles.	Children will create, identify, and label the color orange.	orange paint bump spill

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Orange square	1. We're going to talk about a new color today. Look! This is orange. What color is this? (BELL)	This is orange.
Fred, Sam, teacher looking and pointing to doll house inside classroom	2. This is Fred Red and Sam Yellow Fellow. One day at school their teacher said they could paint the doll house. (BELL)	
Fred standing by doll house, holding paint brush and bucket of red paint	3. Fred wanted to paint the doll house his favorite color. What is Fred's favorite color? (BELL)	Red! Fred wanted to paint the doll house red.
Sam by table, holding paint brush and yellow paint	4. But Sam wanted to paint the doll house his favorite color. What is Sam's favorite color? (BELL)	Yellow! Sam wanted to paint the doll house yellow.
Sam painting half of house yellow	5. They could not agree, so Sam said, "I'll paint my half of the house yellow." What color is Sam painting with? (BELL)	Yellow.
Fred painting half of house red	6. And Fred said, "I'll paint my half of the house red." What color is Fred using? (BELL)	Red.

PROGRAM COLOR 13: ORANGE (2-02-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Dog hitting table; red paint spilling on dog	7. They worked all day and were almost finished when all of a sudden Jojo, the dog, bumped into the table and spilled Fred's red paint all over himself. What color paint did Jojo spill? (BELL)	He spilled red paint all over himself.
Yellow paint spilling on dog	8. And then Sam's paint spilled all over Jojo, too. What color was Sam's paint? (BELL)	Yellow.
Jojo bright orange	9. Oh my, look what happened to Jojo! He turned a different color! (BELL)	
Fred, Sam, Jojo with puzzled look on faces	10a. Was Jojo red? b. Was Jojo yellow? c. What color was Jojo? (BELL)	No, Jojo was not red. No, Jojo was not yellow. Jojo was orange.
Teacher, Jojo, Sam, Fred	11. When the teacher came in she asked, "What happened?" They said, "Jojo bumped into the table and spilled Fred's red paint and Sam's yellow paint all over himself." The teacher said, "Now you see what happens when you mix red and yellow together. You make orange." What color is Jojo? (BELL)	Jojo is orange.
Teacher pouring red and yellow paint into pail	12. Now the children wanted to make the color orange, too. So the teacher took some of the red paint. What color paint? And what other color paint? (BELL)	Red paint. Yellow paint.

PROGRAM COLOR 13: ORANGE (2-02-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Teacher mixing paints into orange	13a. What color paint did she get? b. What colors did she use to get orange? (BELL)	Orange paint. Red and yellow make orange.
Fred, Sam, Teacher and class smiling at new chairs	14. Then the class painted their chairs with the mixed paint. What color did the class paint their chairs? (BELL)	They painted their chairs orange.
Jojo alone	15. But Jojo was the happiest of all because he was the only dog in the whole world that was..... what color? (BELL) (TURN OFF TAPE)	Orange! Jojo was the only orange dog in the whole school.
Red color paddle	16. (HAND OUT RED PADDLES) Now it is your turn to make the color orange. Here is red paddle for you. Hold your red paddle up to the light and look through it. What color do you see?	Red. Everything looks red.
Yellow color paddle	17. Here is a yellow paddle for you (HAND OUT YELLOW PADDLES). Now, hold your yellow paddle up to the light with your other hand, and look through it. What color do you see?	Yellow. Everything looks yellow.
	18. Now put your yellow paddle over your red paddle and tell me what color you see.	Orange! You have made the color orange.
	19. Let's do it again. Look through your red paddle. What color do you see?	Red. Everything looks red.
	20. Look through your yellow paddle. What color do you see?	Yellow. Everything looks yellow.
	21. Now look through red and yellow together. What color do you see?	Orange.
	22. What two colors make orange? (PUT MATERIALS AWAY)	Red and yellow make orange.

PROGRAM COLOR 14: COLOR AND SHAPE LOTTO (2-04-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Lotto Boards Lotto Cards	Teacher hands out boards, calls out name of shape and its color. Children respond by raising hand and matching card with appropriate space on Lotto board.	Children will match picture cards by color and shape with corresponding pictures on Lotto boards.	circle, square, triangle, blue, yellow, purple, green, orange, red

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Lotto boards with different combinations of shapes (triangle, circle, square), using colors yellow, blue, red, green, purple and orange	(GIVE LOTTO BOARD TO EACH CHILD) Now we're going to play Lotto again. (HOLD ALL CARDS IN HAND; DO NOT SHOW CARDS TO CHILDREN.) I'll tell you what card I have. You look and see if you have the same picture on your board. Raise your hand if you do. (READ CARD WITHOUT SHOWING IT TO CHILDREN. FOR EXAMPLE:) I have a yellow circle. Who has a yellow circle? (TO CHILD WITH MATCHING PICTURE:) I'll put my card on top of the yellow circle on your board. (TO CHILD WITH NON-MATCHING PICTURE:) No, I don't see a yellow circle on your board.. (CONTINUE GAME IN THIS MANNER UNTIL ALL CARDS HAVE BEEN GIVEN OUT AND CHILDREN'S LOTTO BOARDS ARE FULL. THERE WILL BE A FIRST WINNER, A SECOND WINNER, A THIRD WINNER, A FOURTH WINNER AND A FIFTH WINNER.) (REPEAT GAME IF TIME WARRANTS) (PUT MATERIALS AWAY)	

PROGRAM COLOR 15: SIMON SAYS (2-06-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:	
2 x 3 Color Tags (blue, red, yellow, green, orange, purple), attached to 20" string	Teacher leads Simon Says game. Children wear colored tags around neck.	Children will identify and label the colors red, blue, green, purple, and orange.	tag clap red blue green	yellow purple orange stamp

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	We are going to play a game today. I am Simon. Listen carefully and do whatever Simon says.	
	1a. Simon Says: Put your finger in the air (DEMONSTRATE).	
	b. Simon Says: Put your finger on your nose (DEMONSTRATE).	
	c. Simon Says: Lay your hands in your lap (DEMONSTRATE).	
	2. Now we are going to change the game. Each of you gets a necklace with a different color tag.	
Red tag	a. (HOLD UP RED TAG) What color is this? (HANG AROUND A'S NECK).	A, you get the red tag.
Blue tag	b. (HOLD UP) What color is this? (HANG AROUND B'S NECK).	B, you get the blue tag.
Green tag	c. (HOLD UP) What color is this? (HANG AROUND C'S NECK).	C, you get the green tag.
Yellow tag	d. (HOLD UP) What color is this? (HANG AROUND D'S NECK).	D, you get the yellow tag.
Orange tag	e. (HOLD UP) What color is this? (HANG AROUND E'S NECK).	E, you get the orange tag.
	3. Now we are ready for our game. From now on Simon will tell only one child what to do. But Simon will not say the name of the child, only the color he wears around his neck. Ready? Let's start.	
	a. Simon Says: RED, put one finger on your mouth.	
	b. Simon Says: GREEN, put two hands over your eyes.	
	c. Simon Says: BLUE, open your mouth.	
	d. Simon Says: GREEN, close your eyes.	

PROGRAM COLOR 15: SIMON SAYS (2-06-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	e. Simon Says: BLUE, show me two fingers. f. Simon Says: ORANGE, put one hand on your shoulder. g. Simon Says: YELLOW, put both hands on your shoulders.	
	4. Now we are changing the game. Give me your tags (COLLECT TAGS. TAKE RED AWAY AND SUBSTITUTE PURPLE. DISTRIBUTE AGAIN, MAKING SURE CHILDREN HAVE DIFFERENT COLORS). Everybody has a new tag.	
	a. A, what color is your tag?	My tag is yellow.
	b. B, what color is your tag?	My tag is orange.
	c. C, what color is your tag?	My tag is purple.
	d. D, what color is your tag?	My tag is green.
	e. E. what color is your tag?	My tag is blue.
	5. From now on Simon will tell two children what to do. You will have to listen very carefully because Simon will not say your names, only the colors you are wearing around your neck. Ready?	
	a. Simon Says: ORANGE and PURPLE, put both hands over your heads.	
	b. Simon Says: GREEN and YELLOW, stand up.	
	c. Simon Says: YELLOW and GREEN sit down.	
	d. Simon Says: PURPLE and ORANGE clap your hands one time.	
	e. Simon Says: GREEN and PURPLE, clap your hands three times.	
	f. Simon Says: ORANGE and YELLOW, clap your hands two times.	
	g. Simon Says: BLUE and GREEN, put your fingers on your ears.	
	h. Simon Says: PURPLE and BLUE, stamp your foot two times.	

PROGRAM COLOR 15: SIMON SAYS (2-06-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	6a. Now listen to what Simon Says: Simon Says: BLUE, ORANGE, GREEN, YELLOW and PURPLE, clap your hands five times. b. Simon Says: BLUE, ORANGE, GREEN, YELLOW and PURPLE, take off your tags and give them to the teacher. This is all Simon wants you to do today. (PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 1 (1-04-1b)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	Given echoing experiences with pictures, children will produce a sentence about a comparative picture.	climbing swinging sitting rolling leaning

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Now we're going to talk about pictures together. I'll tell you about a picture and you say just what I say.	
Boy talking on telephone	1. The boy is talking on the telephone. Now you say, "The boy is talking on the telephone."	
Boy holding telephone	2. The boy is holding the telephone. Now you say it.	
Girl talking on telephone	3. The girl is talking on the telephone.	
Girl holding telephone	4. Now you tell me about this picture.	The girl is holding the telephone.
Boy rolling tire	5. Here are more pictures. The boy is rolling the tire.	
Girl rolling tire	6. The girl is rolling the tire.	
Boy holding tire	7. The boy is holding the tire.	
Girl holding tire	8. You tell me about this picture.	The girl is holding the tire.
Boy swinging on tree	9. The boy is swinging on the tree.	
Boy leaning on tree	10. The boy is leaning on the tree.	
Boy with arms around tree	11. The boy is holding onto the tree.	
Boy swinging on tree	12. Tell me.	The boy is swinging on the tree.
Boy holding tire	13. The boy is holding onto the tire.	

PROGRAM PICTURE READING 1 (1-04-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Boy sitting on tire	14. The boy is sitting on the tire.	
Boy standing on tire	15. The boy is standing on the tire.	
Boy holding tire	16. Tell me.	The boy is holding the tire.
Girl sitting on swing	17. The girl is sitting on the swing.	
Girl standing on swing	18. The girl is standing on the swing.	
Boy sitting on swing	19. The boy is sitting on the swing.	
Boy standing on swing	20. Tell me.	The boy is standing on the swing.
Boy climbing tree	21. The boy is climbing up the tree.	
Girl climbing tree	22. The girl is climbing up the tree.	
Boy sitting under tree	23. The boy is sitting under the tree.	
Girl climbing tree	24. Tell me.	The girl is climbing the tree.
	(PUT MATERIALS AWAY)	

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PROGRAM PICTURE READING 2 (1-04-4a)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	(SAME AS PICTURE READING 1)	carrying picking cutting cleaning throwing

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) We're going to talk about pictures again. I'll tell you about the picture and you say just what I say.	
Boy carrying basket	1. The boy is carrying the basket. Now you say it.	
Boy picking up basket	2. The boy is picking up the basket.	
Boy looking at basket	3. The boy is looking at the basket.	
Boy carrying basket	4. You tell me about this picture.	The boy is carrying the basket.
Girl eating apple	5. The girl is eating the apple.	
Girl cutting apple	6. The girl is cutting the apple.	
Girl wiping apple	7. The girl is cleaning the apple.	
Girl eating apple	8. You tell me.	The girl is eating the apple.
Man throwing ball	9. The man is throwing the ball.	
Man holding ball	10. The man is holding the ball.	
Man dropping ball	11. The man is dropping the ball.	
Man throwing ball	12. You tell me.	The man is throwing the ball.
Baby wearing hat	13. The baby is earing the hat.	

PROGRAM PICTURE READING 2 (1-04-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Girl wearing hat	14. The girl is wearing the hat.	
Baby holding hat	15. The baby is holding the hat.	
Baby wearing hat	16. You tell me.	The baby is wearing the hat.
Lady tying ribbon	17. The lady is tying the ribbon.	
Girl tying ribbon	18. The girl is tying the ribbon.	
Lady wearing bow in hair	19. The lady is wearing the ribbon.	
Lady tying bow	20. Tell me about this picture.	The lady is tying the ribbon.
Boy playing guitar	21. The boy is playing the guitar.	
Boy holding guitar	22. The boy is holding the guitar.	
Boy looking at guitar	23. The boy is looking at the guitar.	
Boy playing guitar	24. Tell me.	The boy is playing the guitar.
	(PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 3 (1-05-3a)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	(SAME AS PICTURE READING 1)	behind between in front of on top of next to

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Let's tell about pictures. You say what I say.	
Baby inside basket	1. The baby is inside the basket.	
Baby on top of basket	2. The baby is on top of the basket.	
Dog under chair	3. The dog is under the chair.	
Dog next to chair	4. The dog is next to the chair.	
Girl behind television	5. The girl is behind the television.	
Girl in front of TV	6. The girl is in front of the television.	
Boy in front of chairs	7. The boy is standing in front of the chairs.	
Boy behind chairs	8. The boy is standing behind the chairs.	
Boy between chairs	9. The boy is standing between the chairs.	
Man looking under box	10. The man is looking under the box.	
Man looking inside box	11. The man is looking inside the box.	
Apple inside box	12. The apple is inside the box.	
Apple next to box	13. The apple is next to the box.	
Cup inside box	14. The cup is inside the box.	
Ball in front of train	15. The ball is in front of the train.	

PROGRAM PICTURE READING 3 (1-05-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Ball in back of train	16. The ball is in back of the train.	
Doll in front of train	17. The doll is in front of the train.	
Baby next to basket	18. Now you tell me about this picture.	The baby is next to the basket.
Dog sitting on chair	19. Tell me about this picture.	The dog is on the chair.
Girl behind television	20. Tell me.	The girl is behind the television.
Boy in front of chairs	21. Tell me.	The boy is standing in front of the chairs.
Man looking inside box	22. Tell me.	The man is looking inside the box.
Apple inside box	23. Tell me.	The apple is inside the box.
Ball in front of train	24. Tell me.	The ball is in front of the train.
	(PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 4: LOTTO (1-05-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
5 Lotto boards 30 Lotto cards	Teacher hands out boards and describes cards. Children respond by identifying, matching and verbalizing.	Children will identify and match small cards to large Lotto board and verbalize a description of the small cards.	guitar ribbon shovel tire digging basket

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT LOTTO BOARDS) We're going to play a picture Lotto game today. Here's a Lotto board for each of you. My picture cards are the same as the pictures on your boards. I'll tell you about a picture. Raise your hand if you have that picture on your board. (PICK CARD; SAY SENTENCE DESCRIBING THIS CARD): Who has the boy digging with the shovel?..... Say, "I have the boy digging with the shovel." (ENCOURAGE COMPLETE SENTENCE) (IF CHILD IS CORRECT GIVE HIM THE CARD. IF CHILD IS INCORRECT, SAY:) Look again and find the boy digging with the shovel. (REPEAT UNTIL ONE CHILD HAS COLLECTED 6 PICTURES, THEN ANNOUNCE "WINNER". COLLECT BOARDS AND CARDS) Now we'll play a new way. A and B, you will be the teachers. C, D, and E will play the game. A and B, you take turns telling about the cards. C, D, and E, raise your hand if you have the picture. (PLAY GAME AS BEFORE, GUIDE AS NEEDED. IF "CHILD-TEACHER" CANNOT DESCRIBE PICTURE, GIVE HELP AND HAVE CHILD REPEAT) (REPEAT GAME AS ABOVE USING OPPOSITE CHILDREN) (PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 5a, 5b, 5c (1-06-1b), (1-06-3a), (1-06-4b)*

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	(SEE * BELOW)	long, thin, round, big, surprise, blow up, balloon

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Today we're going to tell another story about Tom and Betty and a special surprise. I'll tell you about a picture and you say what I say.	
Betty waking up Tom waking up	1a. Good morning, Betty. b. Good morning, Tom.	
Mother by Betty's bed Mother by Tom's bed	2a. It's time to get up, Betty. b. It's time to get up, Tom.	
Mother holding bag for Betty Mother holding bag for Tom	3a. Mother has a surprise for Betty. b. Mother has a surprise for Tom.	
Mother hiding bag Mother hiding bag	4a. Guess what it is, Betty. b. Guess what it is, Tom.	
Ball Book	5a. Betty says, "Maybe it's a ball." b. Tom says, "Maybe it's a book."	
Doll Teddy bear	6a. Betty says, "I think it's a doll." b. Tom says, "I think it's a teddy bear."	
Airplane Boat	7a. Betty thinks it's an airplane. b. Tom thinks it's a boat.	
Mother gives Betty balloon Mother gives Tom balloon	8a. Look, it's a balloon for Betty! b. Look, it's a balloon for Tom!	

*In following three-part Picture Reading programs, child repeats parallel statements a and b on Day 1; listens to a, echoes b on Day 2' produces a and b on Day 3.

PROGRAM PICTURE READING 5a, 5b, 5c (1-06-1b), (1-06-3a), (1-06-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Betty blowing up balloon Tom blowing up balloon	9a. Betty blows up her balloon. b. Tom blows up his balloon.	
Long, thin balloon Big, round balloon	10a. Betty's balloon is long and thin. b. Tom's balloon is big and round.	
Betty holding balloon Tom holding balloon	11a. Betty likes her long thin balloon. b. Tom likes his big round balloon.	
Betty playing with balloon Tom playing with balloon	12a. Have fun with your balloon, Betty! b. Have fun with your balloon, Tom!	
	(PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 6 (1-10-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet and reads statement for each picture. Children repeat statement.	Given a picture, children will echo and produce descriptive sentences using appropriate prepositions.	under inside behind next to beside on in front of in back of

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	We're going to tell about pictures today. I'll tell you about a picture and you say what I say. (BELL)	
Car under chair	1. The car is under the chair. Say it. (BELL)	
Car on chair	2. The car is on the chair. (BELL)	
Boy sitting on top of car	3. The boy is sitting on top of the car. (BELL)	
Boy sitting behind car	4. The boy is sitting behind the car. (BELL)	
Baby crawling in front of dog	5. The baby is crawling in front of the dog. (BELL)	
Baby crawling beside dog	6. The baby is crawling beside the dog. (BELL)	
Baby hiding inside basket	7. The baby is hiding inside the basket. (BELL)	
Baby hiding next to basket	8. The baby is hiding next to the basket. (BELL)	
Umbrella lying next to chair	9. The umbrella is lying next to the chair. (BELL)	

PROGRAM PICTURE READING 6 (1-10-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Umbrella lying on chair	10. The umbrella is lying on the chair. (BELL)	
Dog hiding under box	11. The dog is hiding under the box. (BELL)	
Dog hiding in back of box	12. The dog is hiding in back of the box. (BELL)	
Cat hiding under box	13. The cat is hiding under the box. (BELL)	
Apple beside plate	14. The apple is lying beside the plate. (BELL)	
Apple on plate	15. The apple is lying on the plate. (BELL)	
Car under chair	16. Now you tell me about this picture. (BELL)	The car is under the chair.
Boy sitting on top of car	17. Tell me. (BELL)	The boy is sitting on top of the car.
Baby crawling in front of dog	18. Tell me. (BELL)	The baby is crawling in front of the dog.
Baby hiding inside basket	19. Tell me. (BELL)	The baby is hiding inside the basket.
Umbrella lying next to chair	20. Tell me. (BELL)	The umbrella is lying next to the chair.
Dog hiding in back of box	21. Tell me. (BELL)	The dog is hiding in back of the box.
Apple beside plate	22. Tell me. (PUT MATERIALS AWAY)	The apple is lying beside the plate.

PROGRAM PICTURE READING 7 (1-10-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet and reads statement for each picture. Children repeat statement.	Given a picture, children will echo and produce descriptive sentences using appropriate prepositions.	(Same as PICTURE READING 6, 1-10-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Let's tell about some pictures again. Everyone listen and say what I say. (BELL)	
Boy sitting on top of house	1. The boy is sitting on top of the house. (BELL)	
Girl sitting on top of house	2. The girl is sitting on top of the house. (BELL)	
Baby sitting on table	3. The baby is sitting on the table. (BELL)	
Baby sitting next to table	4. The baby is sitting next to the table. (BELL)	
Baby sitting in basket	5. The baby is sitting in the basket. (BELL)	
Baby standing in basket	6. The baby is standing inside the basket. (BELL)	
Boy standing under umbrella	7. The boy is standing under the umbrella. (BELL)	
Boy standing beside umbrella	8. The boy is standing beside the umbrella. (BELL)	
Girl sitting on box	9. The girl is sitting on the box. (BELL)	

PROGRAM PICTURE READING 7 (1-10-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Girl sitting next to box	10. The girl is sitting next to the box. (BELL)	
Girl standing on box	11. The girl is standing on the box. (BELL)	
Man standing between chairs	12. The man is standing between the chairs. (BELL)	
Man kneeling between chairs	13. The man is kneeling between the chairs. (BELL)	
Man sitting on chair	14. The man is sitting on the chair. (BELL)	
Boy on top of house	15. Now you tell me about this picture. (BELL)	The boy is sitting on top of the house.
Girl sitting next to box	16. Tell me. (BELL)	The girl is sitting next to the box.
Baby sitting in basket	17. Tell me. (BELL)	The baby is sitting in the basket.
Boy standing under umbrella	18. Tell me. (BELL)	The boy is standing under the umbrella.
Girl sitting in box	19. Tell me. (BELL)	The girl is sitting on the box.
Man standing between chairs	20. Tell me. (BELL)	The man is standing between the chairs.
	(PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 8 (1-10-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet. Children respond orally.	Children will produce a sentence about a picture using the appropriate verb and preposition.	under in reading on drinking talking

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Listen. I'll tell you about a picture and you say what I say. (BELL)	
Boy sitting under umbrella	1. The boy is sitting under the umbrella. Now you tell me. (BELL)	
Baby sitting in basket	2. The baby is sitting in the basket. (BELL)	
Boy sitting on swing	3. The boy is sitting on the swing. (BELL)	
Girl drinking milk	4. The girl is drinking milk. (BELL)	
Lady talking on telepho.	5. The lady is talking on the telephone. (BELL)	
Boy reading book	6. The boy is reading a book. (BELL)	
Girl feeding dog	7. Now you tell me about this picture. (BELL)	The girl is feeding the dog.
Man brushing teeth	8. Tell me. (BELL)	The man is brushing his teeth.
Girl cutting cake	9. Tell me. (BELL)	The girl is cutting the cake.

PROGRAM PICTURE READING 8 (1-10-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Man digging hole	10. Tell me. (BELL)	The man is digging a hole.
Boy climbing tree	11. Tell me. (BELL)	The boy is climbing a tree.
Boy sitting in box	12. Tell me. (BELL)	The boy is sitting in the box.
Cat looking in fish bowl	13. Tell me. (BELL)	The cat is looking in the fish bowl.
Girl sleeping in chair	14. Tell me. (BELL)	The girl is sleeping in the chair.
Boy standing on swing	15. Tell me. (BELL)	The boy is standing on the swing.
Lady sitting on elephant	16. Tell me. (BELL)	The lady is sitting on the elephant.
	(PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 9a, 9b, 9c (1-12-1a), (1-12-2a), (1-12-4b)*

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	Children will echo descriptive sentences.	mud puddle, tub, chase, trash can, clean, dirty

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET)	
Betty standing Tom standing	1a. Today we're going to tell a story about Betty... b. ...and Tom,	
Dog standing Dog running	2a. ...and their dog, Bobo. b. One day Bobo was outside playing.	
Dog chasing butterfly Dog in mud puddle	3a. He chased a butterfly... b. ...and fell into a mud puddle.	
Mother filling tub with water	4. Mother filled a big tub of water. Now let's finish the story together. You say what I say.	
Mother talking to Betty Mother talking to Tom	5a. Mother said, "Betty, catch Bobo. He needs a bath." You say it. b. Mother said, "Tom, catch Bobo. He needs a bath."	
Dog hiding in trash can Dog hiding in box	6a. Bobo hides in the trash can. b. Bobo hides in the box.	
Dog hiding behind rock Dog hiding behind tree	7a. Bobo hides behind a rock. b. Bobo hides behind a tree.	
Dog hiding under chair Dog hiding under table	8a. Bobo hides under the chair. b. Bobo hides under the table.	
Dog hiding in grass Dog hiding in flowers	9a. Bobo hides in the grass. b. Bobo hides in the flowers.	

*See Picture Reading 5 (1-06-1b)

PROGRAM PICTURE READING 9a, 9b, 9c: (1-12-1a), (1-12-2a), (12-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Dog resting on steps Dog resting on chair	10a. Bobo rests on the steps. b. Bobo rests on the chair.	
Betty chasing dog Tom chasing dog	11a. Hurry, Betty! Catch Bobo. b. Hurry, Tom! Catch Bobo.	
Dog jumping onto table Dog jumping onto chair	12a. Bobo jumps on the table. b. Bobo jumps on the chair.	
Dog jumping into box Dog jumping into tub	13a. Bobo jumps into the box. b. Bobo jumps into the tub.	
Tom washing dog Betty drying dog	14a. Tom washing Bobo. b. Betty dries Bobo.	
Clean dog Tom and Betty dirty and wet	15a. Bobo is clean and dry. b. Tom and Betty are dirty and wet.	
Tom and Betty waving Dog waving	16a. Goodbye, Tom and Betty. b. Goodbye, Bobo.	
	(PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 10a,b,c (2-01-2a), (2-01-3a), (2-01-4b)*

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and children echo sentences.	Children will echo sentences.	drum desk book monkey letter school

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Tom and Betty Monkey	1a. Today let's tell a story about Tom and Betty..... b. ..... and the monkey. (BELL)	
Monkey on Tom's shoulders Monkey dancing with Betty	2a. Tom likes to play with the monkey. Now you say it. b. Betty likes to play with the monkey. You say it. (BELL)	
Monkey imitating Tom Monkey imitating Betty	3a. The monkey does what Tom does. b. The monkey does what Betty does. (BELL)	
Tom playing drum Monkey playing drum	4a. Tom plays a drum. b. The monkey plays a drum. (BELL)	
Betty writing letter Monkey writing letter	5a. Betty writes a letter. b. The monkey writes a letter. (BELL)	
Tom reading book Monkey playing with book	6a. Tom reads a book. b. The monkey reads a book. (BELL)	
Monkey following Tom Monkey following Betty	7a. The monkey follows Tom to school. b. The monkey follows Betty to school. (BELL)	

*See Picture Reading 5 (1-06-1b)

PROGRAM PICTURE READING 10a (2-01-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Tom talking to monkey	8a. Tom says, "Go home, monkey."	
Betty talking to monkey	b. Betty says, "Go home, monkey." (BELL)	
Tom going into school	9a. Tom goes into the school.	
Monkey going into school	b. The monkey goes into the school. (BELL)	
Tom sitting at desk	10a. Tom sits down at a desk.	
Monkey sitting at desk	b. The monkey sits down at a desk. (BELL)	
Betty looking at monkey	11a. Betty sees the monkey.	
Teacher looking at monkey	b. The teacher sees the monkey. (BELL)	
Teacher patting monkey	12a. The teacher says, "You can stay."	
Tom talking to monkey	b. Tom says, "You can stay." (BELL)	
Teacher	13a. The teacher says, "Be a good monkey."	
Betty	b. Betty says, "Be a good monkey." (BELL)	
Tom writing	14a. Tom works all day.	
Monkey writing	b. The monkey works all day. (BELL)	
Tom and Betty ready to go home	15a. It's time to go home, Tom and Betty.	
Monkey ready to go home	b. It's time to go home, monkey. (BELL)	
Children waving to monkey	16a. The children say, "Goodbye, monkey."	
Teacher waving to monkey	b. The teacher says, "Goodbye, monkey." (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 11a ,b,c (2-03-1a), (2-03-2a), (2-03-3b)*

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and children echo sentences.	Children will echo descriptive sentences.	small, mousehole nest, nutshell, mushroom, thumb, ashtray, seashel giant, slide

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Did you ever wonder what it is like to be very, very small? Let's pretend you are growing smaller and smaller and smaller until you are so Teeny Tiny you can fit in my hand. (HOLD UP BOOKLET) Now let's tell a story about what you could do if you were Teeny Tiny. (BELL)	
Boy sitting in hand Girl sitting on shoulder	1a. If I were Teeny Tiny, I would sit on your hand. Say it. b. If I were Teeny Tiny, I would sit on your shoulder. (BELL)	
Boy in mousehole Girl in bird's nest	2a. If I were Teeny Tiny, I would live in a mousehole. b. If I were Teeny Tiny, I would live in a bird's nest. (BELL)	
Boy in nutshell Girl in shoe	3a. If I were Teeny Tiny, I would sleep in a nutshell. b. If I were Teeny Tiny, I would sleep in a shoe. (BELL)	
Boy sitting on thumb Girl sitting on mushroom	4a. If I were Teeny Tiny, I would sit on your thumb. b. If I were Teeny Tiny, I would sit on a mushroom. (BELL)	
Boy bathing in ashtray Girl bathing in seashell	5a. If I were Teeny Tiny, I would take a bath in an ashtray. b. If I were Teeny Tiny, I would take a bath in a seashell. (BELL)	

*See Picture Reading 5 (1-06-1b)

PROGRAM PICTURE READING 11a (2-03-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Boy riding grasshopper Girl riding mouse	6a. If I were Teeny Tiny, I would ride on a grasshopper. b. If I were Teeny Tiny, I would ride on a mouse. (BELL)	
Boy flying on bird Girl flying on butterfly	7a. If I were Teeny Tiny, I would fly on a bird. b. If I were Teeny Tiny, I would fly on a butterfly. (BELL)	
Boy swimming in puddle Girl swimming in cup	8a. If I were Teeny Tiny, I would swim in a puddle. b. If I were Teeny Tiny, I would swim in a cup. (BELL)	
Boy looking at giant dog Girl looking at giant cat	9a. If I were Teeny Tiny, a puppy would seem like a giant. b. If I were Teeny Tiny, a kitten would seem like a giant. (BELL)	
Boy sailing on fish Girl riding on turtle	10a. If I were Teeny Tiny, a fish would be my boat. b. If I were Teeny Tiny, a turtle would be my boat. (BELL)	
Boy sliding on dog's tail Girl sliding down nose	11a. If I were Teeny Tiny, I would slide down your dog's tail. b. If I were Teeny Tiny, I would slide down your nose. (BELL)	
Boy hiding in ear Girl hiding in pocket	12a. If I were Teeny Tiny, I would hide in your ear. b. If I were Teeny Tiny, I would hide in your pocket. (BELL) (PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 13a , b, c (2-09-1a), (2-09-2a), (2-09-3a)*

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape. Children echo sentences.	Children will echo sentences, changing proper nouns to pronouns.	bounce brush pull pound build nail block beat

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Let's tell another story about Tom and Betty. You say what I say. (POINT TO PICTURES)	Vocabulary: (Continued) draw drum crayon play piano
Tom eating ice cream	1a. Tom eating his ice cream.	
Betty drinking milk	b. He is eating his ice cream. c. Betty is drinking her milk. d. She is drinking her milk. (BELL)	
Tom bouncing ball	2a. Tom is bouncing a ball.	
Betty jumping rope	b. He is bouncing a ball. c. Betty is jumping rope. d. She is jumping rope. (BELL)	
Tom riding bicycle	3a. Tom is riding a bicycle.	
Betty pulling wagon	b. He is riding a bicycle. c. Betty is pulling a wagon. d. She is pulling a wagon. (BELL)	
Tom building with blocks	4a. Tom is building with blocks.	
	b. He is building with blocks. (BELL)	

*See Picture Reading 5

PROGRAM PICTURE READING 13 (2-09-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Betty drawing with crayons	4c. Betty is drawing with crayons. d. She is drawing with crayons. (BELL)	
Tom washing dog Betty petting cat	5a. (POINT TO TOM) He is washing his dog. b. (POINT TO BETTY) She is petting her cat. (BELL)	
Tom sliding Betty swinging	6a. (POINT) He is sliding on the slide. b. (POINT) She is swinging on the swing. (BELL)	
Tom washing face Betty brushing teeth	7a. He is washing his face. b. She is brushing her teeth. (BELL)	
Tom sawing board Betty pounding nail	8a. He is sawing a board. b. She is pounding a nail. (BELL)	
Tom beating drum Betty playing piano	9a. He is beating a drum. b. She is playing a piano. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PICTURE READING 14a, 14b, 14c (2-11-2a), (2-11-3a), (2-11-4b)*

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and children echo each sentence.	Children will echo sentences.	bear half monkey throw peel cave

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Barney Bear is the funniest animal in the forest. He will try to do anything that his friend Monty Monkey does. And that's silly because we know that a bear can't do everything that a monkey can do. Let's tell a story about Barney and Monty. You say what I say. (BELL)	
Monty by tree; Barney, worried, looking up at tree	1a. Monty is going to climb a tree. b. Barney is going to climb a tree. (BELL)	
Monty climbing easily; Barney struggling up	2a. Look! Monty goes all the way up. b. Look! Barney goes half way up. (BELL)	
Monty swinging on vine; Barney on ground	3a. Monty can swing through the air. b. Barney cannot swing through the air. (BELL)	
Monty near banana tree; Barney near orange tree	4a. Monty is hungry for a banana. b. Barney is hungry for an orange. (BELL)	
Monty throwing banana skin Barney throwing peelings	5a. Monty throws the banana peel away. b. Barney throws the orange peel away. (BELL)	
Monty looking at fruit peel on lion; Barney looking at peels on lion	6a. Oops! Monty's banana peel hit Leo the Lion. b. Oops! Barney's orange peel hit Leo the Lion, too. (BELL)	
Monty running Barney running	7a. Look at Monty Monkey run! b. Look at Barney Bear run! (BELL)	

*See Picture Reading 5 (1-06-1b)

PROGRAM PICTURE READING 14a,b,c (2-11-2a), (2-11-3a), (2-11-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Monty hiding in tree; Barney hiding in cave	8a. Monty hides in a tree. b. Barney hides in a cave. (BELL)	
Angry lion looks at tree; Angry lion looks at cave	9a. Leo can't find Monty. b. Leo can't find Barney. (BELL)	
Monty peeking from tree, lion walking away; Barney peeking from cave, lion walking away	10a. Monty Monkey is safe now. b. Barney Bear is safe now. (BELL) "Boy, that's the last time I'll do anything that Monty Monkey does!" said Barney. (PUT MATERIALS AWAY)	

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PROGRAM NUMBERS 1: INTRODUCTION (1-03-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
None	Teacher sings and points. Children respond by pointing and answering.	Children will count parts of the body (e.g. two eyes, one nose, etc.).	one two

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	1. Today I will talk about numbers. a. (HOLD UP ONE FINGER) Numbers 1, b. (HOLD UP TWO FINGERS) and 2. Numbers tell how many.	
	2. How many people are talking to you?	One, just one.
	3. How many people are sitting in your chair?	One, just one.
	4. (SING AND POINT TO SELF) One is me and (PICK A CHILD) one is you. Put us together and we are.....two.	
	5. I'm going to point to parts of me. You point to parts of you. a. I have two eyes. (POINT TO ONE EYE) Here's one. (POINT TO OTHER EYE) Here's two.	
	b. (POINT TO NOSE) I have one nose. How many do you have?	One.
	c. (POINT) I have one mouth above one chin (POINT). How many mouths does your food go in?	One.
	d. (TAP FEET) How many feet do you have to tap?	Two.
	e. But all together (POINT TO ENTIRE BODY), just one me. How many of you will there always be?	One.
	6. (SING) Put your finger on one nose, on one nose. Put your finger on one nose, on one nose. Put your finger on one nose, and see how long it grows. Put your finger on one nose, on one nose.	

PROGRAM NUMBERS 1: INTRODUCTION (1-03-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	6. (CONTINUED) Put your fingers on two eyes, on two eyes. Put your fingers on two eyes, on two eyes. Put your finger on two eyes, if you're sad that's how you cry. Put your fingers on two eyes, on two eyes. Put your fingers on two ears, on two ears. Put your fingers on two ears, on two ears. Put your fingers on two ears, if you listen then you hear. Put your fingers on two ears, on two ears. Put your fingers on two ears, on two ears. Put your finger on one mouth, on one mouth. Put your finger on one mouth, on one mouth. Of mouths you have but one, still you will have lots of fun. Put your finger on one mouth, on one mouth. Put your finger on your finger, on your finger. Put your finger on your finger, on your finger. Now you've learned your one and two, and right now that's all we'll do..... Till we play our number game another day. (PRAISE CHILDREN.....PUT MATERIALS AWAY)	

PROGRAM NUMBERS 2: COUNTING 1-2 (1-03-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Box of 12 blocks	Teacher gives children blocks and counts with them.	Children will count one, two.	one two

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	1. We are going to practice counting. Does everyone know their numbers 1-2-3-4-5? Say them with me: 1-2-3-4-5.	
One block	2. (TAKE BLOCK FROM BOX) I have one block. What do I have?	<u>One</u> block.
	3. (PLACE ONE BLOCK IN FRONT OF EACH CHILD) Pick up one block. What do you have?	One block.
Two blocks	4. (TAKE SECOND BLOCK FROM BOX) Here is <u>one more</u> block. (POINT) 1-2. I have two blocks. What do I have?	Two blocks.
	5. (PLACE SECOND BLOCK IN FRONT OF EACH CHILD) Here is <u>one more</u> block. Pick it up. (HOLD UP BLOCKS) I have two blocks. What do you have?	Two blocks.
	6. (PUT BLOCKS DOWN) Put your blocks on the table. Pick up one block. What do you have in your hand?	One block.
	7. (PICK UP SECOND BLOCK) Pick up one more block. I have two blocks. What do you have in your hand?	Two blocks.
	8. Give me one block (COLLECT, PUT IN BOX).	
	9. Give me <u>one more</u> block (COLLECT).	
	Thank you.	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 3: MORE THAN ONE (1-03-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
12 squares Box	Teacher hands out squares. Children respond verbally to questions and manipulate squares.	Children will count 1-2 and respond to terms <u>one more</u> and <u>more than one</u>.	one more more than more than one

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	1. We are going to practice counting. 1-2-3-4-5. Say the numbers with me: 1-2-3-4-5.	Good.
	2. (TAKE ONE SQUARE OUT OF BOX) Here is <u>one</u> square. Do I have more than one?	No, I have <u>one</u> square.
	3. (PUT ONE SQUARE IN FRONT OF EACH CHILD) Here is <u>one</u> square for you.	
	a. What do you have?	One square.
	b. Do you have <u>more than one</u>?	No, you have <u>one</u> square.
	4. (TAKE SECOND SQUARE OUT OF BOX) Now I have <u>one more</u> square. Do I have <u>more than one</u>?	Yes, I have <u>more than one</u> square.
	5. (PUT SECOND SQUARE IN FRONT OF EACH CHILD) Here is <u>one more</u> square for you. Pick it up. Now, do you have <u>more than one</u> square?	Yes, you have <u>more than one</u> square.
	6. Put your squares on the table. Follow me: one square..... Say it: One square, two squares. I have two squares. What do you have?	Two squares.
	7. (COLLECT ONE SQUARE FROM EACH CHILD AND PUT IN BOX) Give me one square. Now what do you have in your hand?	One square.

PROGRAM NUMBERS 3: MORE THAN ONE (1-03-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	8. Who will give me one more? (SUBSTITUTE CHILD'S NAME FOR LETTERS) A, can you give me one more?	Thank you.
	9. B, can you give me one more?	Thank you.
	10. C, can you give me one more?	Thank you.
	11. D, can you give me one more?	Thank you.
	12. E, can you give me one more? Now I have all the squares in the box. (PUT MATERIALS AWAY)	Thank you.

PROGRAM NUMBERS 4: MORE THAN ONE (1-04-2b)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Student Booklets Tape	Teacher presents taped commentary and supervises counting.	Respond appropriately to "more than one."	only one more than one

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS) Today we are going to look for pictures that have more than one.	
1 checker	1. Here is a picture of one checker. Put your finger on one checker. Do you see more than one checker?	No, there is only one checker.
2 checkers	2. Put your finger one one checker. Do you see more than one checker?	Yes, more than one checker.
1 stick	3. Put your finger on one stick. Do you see more than one stick?	No, there is only one stick.
1 checker	4. Put your finger on one checker. Do you see more than one checker?	No.
2 stars	5. Put your finger on one star. Do you see more than one star?	Yes.
2 sticks	6. Put your finger on one stick. Is there more than one stick?	Yes.
1 checker, 1 stick, 1 checker	7. Put your finger on one stick. Is there more than one stick?	No.
1 star, 2 sticks	8. Put your finger on one star. Is there more than one star?	No.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 5: COUNTING 1-2-3 (1-04-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Box of 18 checkers	Teacher hands out checkers. Children count by pointing to checkers.	Children will count 1-2-3 by pointing to checkers.	three

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Today we are going to count three checkers. First you have to learn to count 1-2-3.	
	Follow me. Everyone do this: (HOLD UP FINGER AND SAY) One finger, (HOLD UP SECOND FINGER) two, (HOLD UP THIRD FINGER) three.	
	(REPEAT ABOVE PROCEDURE) Let's count again: 1-2-3. Let's count again: 1-2-3.	
Checkers	(PLACE THREE CHECKERS ON TABLE IN FRONT OF EACH CHILD AND KEEP THREE) Watch me. I am going to count the checkers. 1-2-3 (PLACE FINGER ON ONE CHECKER AT A TIME).	
	Now you count two checkers. 1-2. Do you have two checkers?	Yes.
	Do you have more than two checkers?	Yes.
	Count 1-2-3. Do you have three checkers?	Yes.
	Do you have more than three checkers?	No.
	Count 1-2-3 again. Do you have three checkers?	Yes.
	Now give me your checkers (COLLECT).	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 6: MORE THAN TWO (1-05-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Tape	Children count in booklets and respond verbally to questions.	Children will count to two and tell if there are more than two.	only two more than two

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Today let's look for pictures that have more than two. With your fingers count 1-2. Follow me. (HOLD UP BOTH INDEX FINGERS) Fingers up. (PUT ONE FINGER DOWN) 1..... (PUT OTHER FINGER DOWN) 2. (REPEAT IF NECESSARY)	One. Two.
	(HAND OUT BOOKLETS) Open your booklets to the first page. (BELL)	
2 checkers	1a. Here is a picture of two checkers. Count two checkers. Ready? (POINT TO ONE CHECKER AT A TIME) 1-2.	One, two.
	b. How many checkers?	Two.
	c. Are there more than two checkers? (BELL)	No.
3 checkers	2a. Put your finger on one checker. (POINT) 1.	
	b. Put your finger on one more checker..... 2.	
	c. Are there more than two checkers?	Yes, there are more than two checkers.
	d. How many checkers are there? (BELL)	Three.
3 sticks	3a. Count two sticks. (POINT) 1-2.	One, two.
	b. Are there more than two sticks?	Yes, there are more than two.
	c. How many sticks are there? (BELL)	Three.

PROGRAM NUMBERS 6: MORE THAN TWO (1-05-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1 stick, 2 stars	4a. Count two stars. (POINT) 1-2. b. Are there more than two stars? (BELL)	One, two. No, there are only two stars.
2 fish	5a. Count two fish. (POINT) 1-2. b. Are there more than two fish? (BELL)	One, two. No.
3 mice	6a. Count two mice. (POINT) 1-2. b. Are there more than two mice? c. How many mice are there?	One, two. Yes. Three.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 7: COUNTING 1-2-3, AND MORE THAN TWO (1-05-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
3 Blocks Student Booklets Tape	Children count in booklets and respond verbally to questions.	Children will count to three and tell if there are more than two.	three

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
3 blocks	1. (PLACE 3 BLOCKS ON TABLE) Here are some blocks. (POINT TO FIRST BLOCK) One.... (POINT TO SECOND BLOCK) Two... Are there <u>more than</u> two blocks?	Yes, I have <u>more than</u> two blocks.
3 blocks	2. Here are some blocks. (POINT TO FIRST BLOCK) One... (POINT TO SECOND BLOCK) Two... (POINT TO THIRD BLOCK) Three. Are there any more blocks?	No, there are only three blocks.
**********	**********	**********
	(HAND OUT BOOKLETS) Today we are going to look for more than two. (BELL)	
2 balloons	1a. Count the balloons out loud. (POINT TO ONE BALLOON AT A TIME) 1-2. b. Are there more than two balloons? (BELL)	One, two. No.
1 stick, 2 fish	2a. Count two fish out loud. 1-2. b. Are there more than two fish? (BELL)	No.

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PROGRAM NUMBERS 7: COUNTING 1-2-3, AND MORE THAN TWO (1-05-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
3 fish	3a. Count two fish. 1-2.	
	b. Are there more than two fish?	Yes.
	c. How many fish are there? (BELL)	Three fish.
2 mice	4a. Count two mice. 1-2.	
	b. Are there more than two mice? (BELL)	No.
3 sticks	5a. Count two sticks. 1-2.	
	b. Are there more than two sticks?	Yes.
	c. How many sticks are there? (BELL)	Three sticks.
3 mice	6a. Count two mice. 1-2.	
	b. Are there more than two mice?	Yes.
	c. How many mice are there? (BELL)	Three mice.
1 fish, 2 sticks, 1 fish	7a. Count two fish. 1-2.	
	b. Are there more than two fish? (BELL)	No.
3 stars	8a. Count two stars. 1-2.	
	b. Are there more than two stars?	Yes.
	c. How many stars are there? (BELL)	Three stars.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 8: HOW MANY? (1-06-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
None	Children point to the various parts of the body as directed by the teacher.	Children will count and respond to the question "how many?"	how many?

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Today we are going to tell "how many."	
Finger on nose	1. (PUT FINGER ON NOSE) Put your finger on your nose. I have one nose. How many do you have? (HOLD UP ONE FINGER) Do this: One nose.	One nose.
Finger on mouth	2. (DEMONSTRATE) Put your finger on your mouth. I have one mouth. How many do you have? (HOLD UP ONE FINGER) Do this: One mouth.	One mouth.
1 index finger on each eye	3. (DEMONSTRATE) Point to your eyes. I have two eyes. How many do you have? (HOLD UP TWO FINGERS) Do this: Two eyes.	Two eyes.
1 index finger on each ear	4. I have two ears. How many do you have? (DEMONSTRATE) (HOLD UP TWO FINGERS) Do this: Two ears.	Two ears.
Finger on chin	5. Point to your chin. I have one chin. How many do you have? (HOLD UP ONE FINGER) Do this: One chin.	One chin.
2 fingers on legs	6. Point to your legs. I have two legs. How many do you have? (HOLD UP TWO FINGERS) Do this: Two legs.	Two legs.
2 fingers pointing to feet	7. Point to your feet. How many feet do you have? (HOLD UP TWO FINGERS) Do this: Two feet.	Two feet.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 9: HOW MANY AND MORE THAN (1-06-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
None	Children point to various parts of the body and show the teacher "how many" by holding up fingers.	Children will respond to terms "how many" and "more than".	how many more than

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Today we are going to play the "how many" game again.	
	1a. (PUT ONE FINGER ON HEAD) Put your finger on your head.	
	b. How many do you have?	One head.
	c. Do you have <u>more than</u> one head?	No, you have only one head.
	d. Show me with your fingers how many heads you have.	
	2a. (PUT INDEX FINGER ON ONE EAR) Put a finger on one ear.	
	b. Do you have more than one ear?	Yes, more than one ear.
	3a. (PUT SECOND INDEX FINGER ON OTHER EAR) Put a finger on the other ear.	
	b. How many ears do you have?	Two.
	c. (HOLD UP TWO FINGERS) Show me with your fingers how many ears you have.	
	4a. (PUT FINGER ON ONE EYE) Put a finger on one eye.	
	b. Do you have more than one eye?	Yes, more than one eye.
	c. Show me with your fingers how many eyes you have.	
	5a. (HOLD UP THREE FINGERS) Put up three fingers.	
	b. Are you showing more than one finger?	Yes.
	c. How many fingers are you showing?	Three fingers.
	6a. (PUT FINGER ON ONE LEG) Put a finger on one leg.	
	b. Do you have more than one leg?	Yes.

PROGRAM NUMBER 9: HOW MANY AND MORE THAN (1-06-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	6c. Put a finger on the other leg.	
	d. (HOLD UP TWO FINGERS) Show me how many legs you have.	Two legs.
	e. Do you have more than two legs?	No.
	7a. (HOLD UP THREE FINGERS) Show me how many fingers I have sticking up.	Three fingers.
	b. Do you have more than two fingers standing up?	Yes.
	c. How many fingers do you have standing up?	Three fingers.
	8a. (HOLD UP TWO FINGERS) Show me how many feet you have.	Two feet.
	b. Do you have more than two feet?	No.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 10: HOW MANY FINGERS? (1-06-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
None	Teacher and children hold up fingers in counting game. Teacher shows child how to hold fist with other hand so only called-for number of fingers are standing up.	Children will respond to "show me one, two, three, four, or five fingers" and "how many?"	show me how many one four two five three

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1 finger	1. We are going to play a finger game. All my fingers are hiding. (HOLD UP 1 FINGER) Here is one finger. How many do you see?	One finger.
2 fingers	2. (HOLD UP 2 FINGERS) Here are two fingers. How many do you see?	Two fingers.
3 fingers	3a. (HOLD UP 3 FINGERS) Here are three fingers. How many do you see?	Three fingers.
	b. Now you do it. Hide all your fingers. (DEMONSTRATE) Show me one finger..... How many do you see?	One finger.
2 fingers	4. Hide your fingers. Show me two fingers. How many do you see?	Two fingers.
3 fingers	5. Hide them. Show me three fingers. How many do you see?	Three fingers.
4 fingers	6. Hide them. Be careful now. Show me four fingers. (DEMONSTRATE) How many do you see?	Four fingers.
Fist with no fingers showing	7. Show me <u>no</u> fingers. (DEMONSTRATE) How many do you see?	No fingers.
3 fingers	8. Hide them..... Show three fingers. How many fingers?	Three fingers.
4 fingers	9. Hide them..... Show four fingers. How many fingers?	Four fingers.
Fist with no fingers showing	10. Hide the fingers. Show <u>no</u> fingers. How many fingers?	No fingers.

PROGRAM NUMBERS 10: HOW MANY FINGERS? (1-06-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
3 fingers	11. Show three fingers. How many fingers?	Three fingers.
2 fingers	12. Hide them. Show two fingers. How many fingers?	Two fingers.
4 fingers	13. Hide them. Show four fingers. How many fingers?	Four fingers.
Whole hand, fingers out	14. Now shoe me your whole hand (DEMONSTRATE: FINGERS SPREAD WIDE). How many fingers?	Five fingers.
Both hands	15. How many fingers do you have on each hand? (DEMONSTRATE) That's the end of the finger game for today.	Five, we have five fingers on each hand.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 11: THE THREE BEARS (1-07-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and children respond verbally.	Children will identify and label the numerals 1, 2, and 3, and associate the numeral 3 with 3 objects.	three big little middle porridge how many

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET)	
1 2 3	1a. Today I will talk about the number three. Here are some numerals. (POINT TO 1) What is this numeral?	One.
	b. (POINT TO 2) And what is this?	Two.
	c. (POINT TO 3) Now you tell me. (BELL)	Three.
2 1 3	2a. (POINT) What is this?	Two.
	b. (POINT) What is this?	One.
	c. (POINT) What is this? (BELL)	Three.
3 bears (large, medium, small)	3. Now I'm going to tell you a story about the three bears. Once upon a time there were three bears, (POINT) a great big daddy bear, a middle-sized mommy bear, and a little baby bear. (BELL)	
House with trees	4. They all lived in a house in the forest. (BELL)	
Mother bear pouring porridge into big bowl	5. One day mommy bear made some porridge. She poured some into dady bear's big bowl. That was one. (BELL)	
Mother bear pouring porridge into medium bowl	6. She poured some into mommy's middle-sized bowl. And that made how many bowls? (POINT 1-2) (BELL)	Two.

PROGRAM NUMBERS 11: THE THREE BEARS (1-07-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Mother bear pouring porridge into small bowl	7. And she poured some into baby bear's little bowl. How many bowls of porridge? (POINT 1-2-3) (BELL)	Three bowls full.
3 bears walking on path in woods	8. But the porridge was too hot. So the three bears went for a walk in the woods. How many bears? (BELL)	Three bears went for a walk.
Goldilocks climbing in window	9. Then along came Goldilocks. She saw the house and climbed in the window. (BELL)	
3 bowls (large, medium, small) on table	10a. And on the table Goldilocks saw <u>how many</u> bowls of porridge? Let's count (POINT 1-2-3). b. The big bowl of porridge was too hot. c. The middle-sized bowl of porridge was too cold. (BELL)	Three bowls of porridge.
Goldilocks eating from small bowl	11. The tiny bowl of porridge was just right so she ate it all up. (BELL)	
3 chairs (large, medium, small)	12a. She went into another room and <u>how many</u> chairs did Goldilocks see? Let's count (POINT 1-2-3). b. She sat in the big chair, but it was too high. c. She sat in the middle-sized chair, but it was too low. (BELL)	Three nice chairs.
Goldilocks falling and breaking little chair	13. She sat in the little chair and oh!..... she broke it all to pieces. (BELL)	
3 beds (large, medium, small)	14a. Then Goldilocks went into the bedroom and she saw <u>how many</u> beds? Let's count (POINT 1-2-3).	Three beds.

PROGRAM NUMBERS 11: THE THREE BEARS (1-07-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	14b. She lay down in the big bed, but it was too hard. c. She lay down in the middle-sized bed, but it was too soft. (BELL)	
Goldilocks sleeping in small bed	15. She lay down in the little bed. It was just right and she fell fast asleep. (BELL)	
3 bears walking up path to house	16. What do you think happened? (BELL)	The three bears came home!
3 bears at bowls, baby bear pointing to small bowl	17a. The three bears looked at the three bowls. The daddy bear said in a great big voice, "Somebody's been eating my porridge!" b. The mommy bear said in a middle-sized voice, "Somebody's been eating my porridge!" c. And the baby bear said in a soft voice, "Somebody's been eating my porridge and ate it all up!" (BELL)	
3 bears looking at chairs, baby bear crying, pointing to small broken chair	13a. In the next room the three bears looked at the three chairs. The daddy bear said, "Somebody's been sitting in my chair!" b. The mommy bear said, "Somebody's been sitting in my chair!" c. And the baby bear said, "Somebody's been sitting in my chair and broke it all to pieces!" (BELL)	
3 bears walking upstairs	19. The three bears went upstairs. Where did they go? (BELL)	They went upstairs.

PROGRAM NUMBERS 11: THE THREE BEARS (1-07-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
3 bears looking at beds, baby bear pointing to small bed	20a. The three bears looked at the three beds. The daddy bear said, "Somebody's been sleeping in my bed!" b. The mommy bear said, "Somebody's been sleeping in my bed!" c. And the baby bear said, "Somebody's been sleeping in my bed, and there she is!" (BELL)	
Goldilocks waking, sitting up in bed (1/2 PAGE) Goldilocks running from house (1/2 PAGE)	21a. Goldilocks woke up! Who did she see? b. Goldilocks jumped out of bed and ran as fast as she could all the way home. And that's the story of Goldilocks and the three bears. (BELL)	She saw the three bears.
3 bowls (large, medium, small) 3 chairs (large, medium, small) 3 beds (large, medium, small) 3 bears	22. Who eats from <u>how many</u> bowls. (BELL) 23. And who sits in <u>how many</u> chairs? (BELL) 24. And who sleeps in <u>how many</u> beds? (BELL) 25. Let's say goodbye to our friends, the three bears. (BELL) (PUT MATERIALS AWAY)	The three bears eat from three bowls. Three bears sit in three chairs. Three bears sleep in three beds. Goodbye, three bears.

PROGRAM NUMBERS 12: COUNTING 1-5 (1-07-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
15 large blocks	Teacher counts blocks with children.	Children will count 1-2-3-4-5 with blocks.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HIDE FIVE LARGE BLOCKS IN LAP) Today we are going to count some blocks. Let's see how many blocks I have.	
5 blocks	(PUT ONE BLOCK AT A TIME ON THE TABLE AND COUNT) 1-2-3-4-5. How many blocks are there?	Five.
	(HAND OUT DIFFERENT NUMBER OF BLOCKS: 1, 2, 3, 4, or 5 TO EACH CHILD)	
	Now A, you count the blocks as you give them back to me. 1.....	1-2-3-4-5.
	How many blocks did you get?	Five.
	(REPEAT WITH EACH CHILD) Now B, give me one block at a time and count out loud.	1-2-3-4.
	How many blocks did you get?	Four.
	(IF TIME WARRANTS REPEAT GAME, BUT GIVE EACH CHILD DIFFERENT NUMBER OF BLOCKS)	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 13: COUNTING 1-5 AND HOW MANY (1-07-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Tape	Teacher shows booklet and children respond to taped instructions.	Children will count 1-5 and respond to "how many?"	one four two five three how many

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
1 fish	1. See the fish. Count..... How many fish? (BELL)	One fish.
3 stars	2. See the stars. Count..... How many stars? (BELL)	Three stars.
4 mice	3. Count..... How many mice? (BELL)	Four mice.
2 trees	4. Count..... How many trees? (BELL)	Two trees.
5 balls	5. Count..... How many balls? (BELL)	Five balls.
2 cars	6. Count..... How many cars? (BELL)	Two cars.
4 bottles	7. Count..... How many bottles? (BELL)	Four bottles.
1 bird	8. Count..... How many? (BELL)	One bird.
5 pencils	9. Count..... How many? (BELL)	Five pencils.
3 dogs	10. Count..... How many? (PUT MATERIALS AWAY)	Three dogs.

PROGRAM NUMBERS 14: NUMERALS 1-5 (1-08-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Numeral cards 1-5	Teacher shows children numeral cards. Children respond by labeling.	Children will identify and label the numerals 1-5.	one five two three four

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Today we're going to learn about numerals.	
1	1a. (HOLD UP NUMERAL 1) This numeral is called one. Say <u>one</u>. b. How many fingers do you put up when you see this numeral?	One. The numeral is <u>one</u> so you put up <u>one</u> finger. (DEMONSTRATE)
2	2a. (HOLD UP) This numeral is called two. Say <u>two</u>. b. How many fingers do you put up when you see this numeral?	Two. The numeral is <u>two</u> so you put up <u>two</u> fingers. (DEMONSTRATE)
3	3a. (HOLD UP) We call this numeral three. Say <u>three</u>. b. How many fingers do you put up when you see this numeral?	Three. The numeral is <u>three</u> so you put up <u>three</u> fingers. (DEMONSTRATE)
4	4a. (HOLD UP) This numeral is called four. Say <u>four</u>. b. How many fingers do you put up when you see this numeral?	Four. The numeral is <u>four</u> so you put up <u>four</u> fingers. (DEMONSTRATE)
5	5a. (HOLD UP) This numeral is called five. Say <u>five</u>. b. How many fingers do you put up when you see this numeral?	Five. The numeral is <u>five</u> so you put up <u>five</u> fingers. (DEMONSTRATE)

PROGRAM NUMBERS 14: NUMERALS 1-5 (1-08-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
2	6a. (HOLD UP) Now look at this numeral again. What is this numeral called?	Two.
	b. How many fingers do you hold up?	Hold up two fingers. (DEMONSTRATE)
4	7a. (HOLD UP) What is this numeral?	Four.
	b. How many fingers do you hold up?	(DEMONSTRATE)
1	8a. (HOLD UP) What is this numeral?	One.
	b. How many fingers do you hold up?	(DEMONSTRATE)
5	9a. (HOLD UP) What is this numeral?	Five.
	b. How many fingers do you hold up?	(DEMONSTRATE)
3	10a. (HOLD UP) What is this numeral?	Three.
	b. How many fingers do you hold up?	(DEMONSTRATE)
	11. Now let's see how quickly you can name these numerals:	(DEMONSTRATE)
1	a. (HOLD UP #1)	
3	b. (HOLD UP #3)	
5	c. (HOLD UP #5)	
4	d. (HOLD UP #4)	
2	e. (HOLD UP #2)	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 15: NUMERALS 1-5 (1-08-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Numeral Cards	Teacher reads written commentary, holds up cards, and elicits choral responding.	Identify and label numerals 1-5.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Let's see how many numerals you can name.	
2	1a. (HOLD UP NUMERAL 2) What is this numeral? b. How many fingers?	Two. (DEMONSTRATE)
4	2a. (HOLD UP) What is this numeral? b. How many fingers?	Four. (REPEAT DEMONSTRATION)
1	3. What is this numeral? ... How many fingers?	One.
5	4. What is this numeral? ... How many fingers?	Five.
3	5. What is this numeral? ... How many fingers?	Three.
	6. (HAND OUT CARD TO EACH CHILD) Here is a numeral card for each of you. A, what numeral do you have? ... How many fingers?	(CHECK AND CONFIRM)
	7. B, what numeral do you have? ... How many fingers?	(REPEAT CONFIRMATION)
	8. C, what numeral do you have? ... How many fingers?	
	9. D, what numeral do you have? ... How many fingers?	
	10. E, what numeral do you have? ... How many fingers?	
	Now give your numeral cards to me.	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 16: NUMERALS 1-5 (1-08-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Numeral Cards	(SAME AS NUMBERS 15)	(SAME AS NUMBERS 15)	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Let's name numbers again.	
3	1. What is this numeral called? ... How many fingers?	Three (DEMONSTRATE).
5	2. What is this numeral called? ... How many fingers?	Five.
1	3. What is this numeral called? ... How many fingers?	One.
4	4. What is this numeral called? ... How many fingers?	Four.
2	5. What is this numeral called? ... How many fingers?	Two.
	6. (HAND OUT NUMERAL CARD TO EACH CHILD) Here is a numeral card for each of you. A, what numeral do you have? ... How many fingers?	(CHECK AND CONFIRM)
	7. B, what numeral do you have? ... How many fingers?	
	8. C, what numeral do you have? ... How many fingers?	
	9. D, what numeral do you have? ... How many fingers?	
	10. E, what numeral do you have? ... How many fingers?	
	Now give your numeral cards to me.	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 17: SIMON SAYS (1-08-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Numeral cards 1-5 5 Picture tags	Simple Simon game: "What numeral is this?" And, "who has?"	Children will identify and label numerals 1-5, and select the corresponding number of objects associated with a given numeral.	one five two clap three tap four

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
4	1. (HOLD UP NUMERAL 4) What numeral is this?	Four.
2	2. (HOLD UP) What numeral is this?	Two.
1	3. (HOLD UP) What numeral is this?	One.
3	4. (HOLD UP) What numeral is this?	Three.
5	5. (HOLD UP) What numeral is this?	Five.
	(HOLD UP PICTURE TAGS)	
1 truck	6. Count how many trucks on this tag.	
4 dolls	7. How many dolls?	
2 airplanes	8. How many airplanes?	
5 balloons	9. How many balloons?	
3 rabbits	10. How many balls?	
	11a. (HAND OUT PICTURE TAGS RANDOMLY) We're going to play Simon Says. I am Simon. You have to do what Simon Says. Ready?	
5	b. (HOLD UP NUMERAL 5) Simon Says: If you have this many toys, clap your hands. Simon Says: Stop clapping.	
2	12. Simon says: Who has this many toys? (HOLD UP NUMERAL 2) Close your eyes. Simon Says: Open your eyes.	

PROGRAM NUMBERS 17: SIMON SAYS (1-08-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
3	13. Simon Says: Who has this many? (HOLD UP NUMERAL 3) Put your hands on top of your head. Simon Says: Put your hands down.	
4	14. Simon Says: Who has this many? (HOLD UP NUMERAL 4) Tap your feet. Simon Says: Stop tapping your feet.	
1	15. Simon Says: Who has this many? (HOLD UP NUMERAL 1) Put your finger on your ear. Simon Says: Put your finger down.	
	(REPEAT SEVERAL TIMES AT OWN DISCRETION)	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 18: NUMERALS 1-5 (i-09-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify the number of objects associated with a given numeral.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Now we are going to mark in our booklets. (BELL)	
1 1 bird, 2 birds, 3 birds	1a. Put your finger on the numeral at the top of the page. The numeral is one. Now you say it. b. Look at the pictures at the bottom of the page. Mark the set with one bird. (BELL)	One.
2 1 shoe, 2 shoes, 3 shoes	2a. Put your finger on the numeral at the top of the page. The numeral is two. You say it. b. Look at the pictures at the bottom of the page. Mark the set with two shoes. (BELL)	Two.
3 3 chairs, 1 chair, 2 chairs	3a. Put your finger on the numeral at the top of the page. The numeral is three. You say it. b. Look at the pictures at the bottom of the page. Mark the set with three chairs. (BELL)	Three.
4 2 apples, 3 apples, 4 apples	4a. Put your finger on the numeral. The numeral is four. Say it. b. Look at the pictures at the bottom of the page. Mark the set with four apples. (BELL)	Four.

PROGRAM NUMBERS 18: NUMERALS 1-5 (1-09-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
5 3 balls, <u>5 balls</u>, 1 ball	5a. Put your finger on the numeral. The numeral is five. Say it. b. Look at the pictures at the bottom of the page. Mark the set with this many balls. (BELL)	Five.
2 3 rabbits, 1 rabbit, <u>2 rabbits</u>	6a. Put your finger on the numeral. What is it? b. Look at the pictures and mark the set with this many rabbits. (BELL)	Two.
3 <u>3 hammers</u>, 2 hammers, 4 hammers	7a. Put your finger on the numeral. What is it? b. Look at the pictures and mark the set with this many hammers. (BELL)	Three.
5 2 cones, 3 cones, <u>5 cones</u>	8a. Put your finger on the numeral. What is it? b. Look at the pictures and mark the set with this many ice cream cones. (BELL)	Five.
1 2 pencils, <u>1 pencil</u>, 3 pencils	9a. Put your finger on the numeral. What is it? b. Look at the pictures and mark the set with this many pencils. (BELL)	One.
4 3 planes, 2 planes, <u>4 planes</u>	10a. Put your finger on the numeral. What is it? b. Mark the set with this many airplanes. (BELL) (PUT MATERIALS AWAY)	Four.

PROGRAM NUMBERS 19: NUMERALS 1-5 (1-09-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify the number of objects associated with a given numeral.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Now we are going to mark in our booklets. (BELL)	
1 2 cakes, 1 cake, 3 cakes	1a. Put your finger on the numeral. The numeral is one. Say it. b. Look at the pictures at the bottom of the page. Mark the set with one cake. (BELL)	One.
2 2 books, 3 books, 1 book	2a. Put your finger on the numeral. The numeral is two. Say it. b. Look at the pictures at the bottom of the page. Mark the set with that many books. (BELL)	Two.
3 5 hats, 4 hats, 3 hats	3a. Put your finger on the numeral. The numeral is three. Say it. b. Look at the pictures and mark the set with that many hats. (BELL)	Three.
4 2 flowers, 5 flowers, 4 flowers	4a. Put your finger on the numeral. The numeral is four. Say it. b. Look at the pictures and mark the set with that many flowers. (BELL)	Four.

PROGRAM NUMBERS 19: NUMERALS 1-5 (1-09-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
5 5 cars, 2 cars, 4 cars	5a. Put your finger on the numeral. The numeral is five. Say it. b. Look at the pictures and mark the set with that many cars. (BELL)	Five.
3 5 birds, 3 birds, 1 bird	6a. Look at the numeral. What is the numeral? b. Mark the set with that many birds. (BELL)	Three.
2 1 spoon, 4 spoons, 2 spoons	7a. Look at the numeral. What is the numeral? b. Mark the set with that many spoons. (BELL)	Two.
4 5 turtles, 4 turtles, 3 turtles	8a. Look at the numeral. What is the numeral? b. Mark the set with that many turtles. (BELL)	Four.
1 3 snakes, 2 snakes, 1 snake	9a. Look at the numeral. What is the numeral? b. Mark the set with that many snakes. (BELL)	One.
5 5 boats, 2 boats, 4 boats	10a. Look at the numeral. What is the numeral? b. Mark the set with that many boats. (BELL) (PUT MATERIALS AWAY)	Five.

PROGRAM NUMBERS 20: NUMERALS 1-5 (1-09-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify the numeral associated with a given number of objects.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Today we are going to mark in our booklets. (BELL)	
1 hat 1 2 3	1a. Put your finger on the hat at the top of the page. b. Count..... How many hats? c. Mark the numeral that tells how many. (BELL)	One.
2 cats 1 2 3	2a. Put your finger on the cats at the top of the page. b. Count..... How many cats? c. Mark the numeral that tells how many. (BELL)	Two.
3 keys 3 2 1	3a. Put your finger on the keys. b. Count..... How many keys? c. Mark the numeral that tells how many. (BELL)	Three.
4 fish 2 4 3	4a. Put your finger on the fish. b. Count..... How many fish? c. Mark the numeral that tells how many. (BELL)	Four.

PROGRAM NUMBERS 20: NUMERALS 1-5 (1-09-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
5 candy canes 3 2 <u>5</u>	5a. Put your finger on the candy canes. b. Count..... How many candy canes? c. Mark the numeral that tells how many. (BELL)	Five.
3 cars 5 <u>3</u> 1	6a. Look at the cars. b. Count..... How many cars? c. Mark the numeral that tells how many. (BELL)	Three.
5 flags <u>5</u> 2 4	7a. Look at the flags. b. Count..... How many flags? c. Mark the numeral that tells how many. (BELL)	Five.
2 lizards 1 3 <u>2</u>	8a. Look at the lizards. b. Count..... How many lizards? c. Mark the numeral that tells how many. (BELL)	Two.
4 baseball bats 3 2 <u>4</u>	9a. Look at the baseball bats. b. Count..... How many bats? c. Mark the numeral that tells how many. (BELL)	Four.
1 truck 4 <u>1</u> 3	10a. Look at the truck. b. Count..... How many trucks? c. Mark the numeral that tells how many. (BELL)	One.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 21: NUMERALS 1-5 (1-10-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will mark the numeral associated with a given number of objects.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) (BELL)	
1 boat 1 3 4	1a. Point to the boat at the top of the page. b. Count (POINT AND COUNT ALOUD). How many boats? c. Look at the numerals at the bottom of the page. Mark the numeral that tells how many. (BELL)	One boat.
2 hats 3 5 2	2a. Count the hats at the top of the page (POINT AND COUNT ALOUD). How many are there? b. c. Look at the numerals at the bottom of the page. Mark the numeral that tells how many hats. (BELL)	One - two. Two hats.
3 kittens 1 3 5	3a. Count the kittens (DEMONSTRATE). b. How many are there? c. Look at the numerals. Mark the numeral that tells how many kittens. (BELL)	One - two - three. Three kittens.
4 books 4 2 1	4a. Count the books (DEMONSTRATE). b. How many are there? c. Mark the numeral that tells how many books. (BELL)	One - two - three-four. Four books.

PROGRAM NUMBERS 21: NUMERALS 1-5 (1-10-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
5 flowers 5 3 4	5a. Count the flowers (DEMO). How many are there? b. Mark the numeral that tells how many flowers. (BELL)	Five flowers.
3 cups 1 2 3	6a. Count the cups (DEMO). How many are there? b. Mark the numeral that tells how many cups. (BELL)	Three cups.
1 bike 5 1 4	7a. Count the bike. How many are there? b. Mark the numeral that tells how many bikes. (BELL)	One bike.
4 chairs 4 2 5	8a. Count the chairs. How many are there? b. Mark the numeral that tells how many chairs. (BELL)	Four chairs.
2 cars 2 5 1	9a. Count the cars. How many are there? b. Mark the numeral that tells how many cars. (BELL)	Two cars.
5 spoons 3 4 5	10a. Count the spoons. How many are there? b. Mark the numeral that tells how many spoons. (BELL)	Five spoons.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 22: FOUR BOYS AND FOUR TOYS (1-10-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	Identify numerals 1-4 and the number of objects associated with these numerals.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Now I'll tell you a story about four boys and four toys.	
1 boy	1. Here's one boy.	
2 boys	2. Here are two boys.	
3 boys	3. Here are three boys.	
4 boys	4. And here are four boys. Let's count them. 1-2-3-4 boys.	One, two, three, four.
4 boys laughing	5. How many boys are laughing?	Four boys are laughing.
4 boys playing	6. How many boys are playing?	Four boys are playing.
4 boys, 4 toys on floor	7. Four boys need how many toys?	Four boys need four toys.
4 boys, 1 wagon	8. But when four boys have only one toy,	
4 boys, 2 toys	9. or two toys,	
4 boys, 3 toys	10. or three toys, the four boys argue and sometimes fight.	
Boy with truck	11. Now, one day Al came out to play. How many toys did he have that day?	One toy.
2 boys, 2 toys	12. Bob joined him. Now there were two boys with how many toys?	Two boys with two toys.
3 boys, 3 toys	13. Carl came out and he made three. How many toys do you see?	Three toys.
4 boys, three toys	14. Dick came out with no toy at all. Count the boys. (POINT) Now count the toys.	One, two, three, four. One, two, three.

PROGRAM NUMBERS 22: FOUR BOYS AND FOUR TOYS (1-10-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	How many boys? With how many toys?	Four boys. Three toys for four boys.
Football	15. How many more toys will give us four?	One more toy will make four.
3 boys sitting, 1 standing	16. Dick is standing up. How many boys does Dick see?	Dick sees three boys with three toys.
1 boy with 3 toys	17. Dick said, "I'll take <u>all</u> the toys." How many toys will Dick have?	Three toys.
3 boys walking away	18. "But if I try to do that, they'll go away. I'll be lonely the rest of the day." What will Dick be?	Dick will be lonely and sad!
Dick thinking	19. So he thought and thought, "What can I do?"	
Dick sees newspaper	20. Just then he saw a newspaper. "Aha," said he, "I'll show those three! I'll make a toy that's just for me."	
Dick making airplane	21. So he picked up the paper and began to fold it. Dick made an airplane and then he started to play.	
Boy with truck	22. Al saw his airplane. "Oh Dick!" said he. "You can play with my truck with lots of good luck, if you'll make a a plane for me."	
2 boys with airplanes	23. So Dick said, "Sure, I'll make an airplane for you." Now, how many planes have we? For how many boys?	Two planes. Two boys.
Boy giving Dick wagon	24. Then Bob said, "Hey Dick, how much will you take to make an airplane for me?" Dick said, "Oh, I'll make you one for free."	
3 boys, 3 planes	25. Al and Bob and Dick make three. How many boys? How many toys?	Three boys. Three toys.

PROGRAM NUMBERS 22: FOUR BOYS AND FOUR TOYS (1-10-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Boy with football	26. When Carl saw the planes he said, "You can play with my football if you'll just make an airplane for me!"	
Four planes	27. Let's count the airplanes. How many do you see?	1-2-3-4. Four planes.
4 boys, 4 planes	28. How many boys? With how many toys? Four boys have four toys. They're happy and gay as can be. No one will cry, they can all fly, because four is one more than...three!	Four boys. Four toys.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 23: NUMERAL IDENTIFICATION 1 (1-11-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify and label the numerals 1-3.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS) Today we are going to learn more about numerals. (BELL)	
1 (NO COLOR FEEDBACK)	1a. All numerals have their own name and shape. This numeral is "one." Say one. Watch me find the shape of the numeral one. (DEMONSTRATE) I start at the top and trace the shape with my finger like this.	One.
	b. Now you trace the shape with your finger and say the name of the numeral.	One.
	c. Again. Trace the shape and say the numeral. (BELL)	One.
2 (NO COLOR FEEDBACK)	2a. Here is another numeral. This numeral is called "two." Say two. Watch me find the shape of the numeral two. (DEMONSTRATE) I start at the top and I trace the shape with my finger like this.	Two.
	b. Now you trace the shape with your finger and say the numeral.	Two.
	c. Again. Trace the shape and say the numeral. (BELL)	Two.
3 (NO COLOR FEEDBACK)	3a. Here is another numeral. This numeral is called "three." Say three.	Three.

PROGRAM NUMBERS 23: NUMERAL IDENTIFICATION 1 (1-11-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Watch me trace the shape of the numeral three. I start at the top and trace like this (DEMONSTRATE)	
	3b. Now you trace the shape with your finger and say the numeral.	Three.
	c. Again. Trace the shape and say the numeral.	Three.
	(STOP TAPE AND HAND OUT PENS..... TURN ON TAPE)	
(COLOR FEEDBACK IN NUMERALS)	(BELL)	
1	4a. What is this numeral?	One.
	b. Trace it with your pen and say the name.	One.
	(BELL)	
3	5a. What is this numeral?	Three.
	b. Trace it with your pen and say the name.	Three.
	(BELL)	
2	6a. What is this numeral?	Two.
	b. Trace it with your pen and say the name.	Two.
	(BELL)	
3	7a. What is this numeral?	Three.
	b. Trace it with your pen and say the name.	Three.
	(BELL)	
1	8a. What is this numeral?	One.
	b. Trace it with your pen and say the name.	One.
	(BELL)	
2	9a. What is this numeral?	Two.
	b. Trace it with your pen and say the name.	Two.
	(BELL)	

PROGRAM NUMBERS 23: NUMERAL IDENTIFICATION 1 (1-11-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
2	10a. What is this numeral? b. Trace it with your pen and say the name. (BELL)	Two. Two.
3	11a. What is this numeral? b. Trace it with your pen and say the name. (BELL)	Three. Three.
1	12a. What is this numeral? b. Trace it with your pen and say the name. (BELL)	One. One.
(COLOR FEEDBACK IN SPOTS UNDER NUMERALS) 2 1 3 3 2 1 1 3 2	13. Point to numeral two. Mark it. (BELL) 14. Point to numeral one. Mark it. (BELL) 15. Point to numeral three. Mark it. (BELL) (PUT MATERIALS AWAY)	

PROGRAM NUMBERS 24: NUMERAL IDENTIFICATION 2 (1-11-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify and label the numerals 1-5.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Today we are going to learn some more numerals. But first, let's see how well we remember the numerals we learned yesterday. (BELL)	
(COLOR FEEDBACK IN NUMERALS) 3	1a. What's this numeral? b. Trace it with your pen. (BELL)	Three.
2	2a. What is this numeral? b. Trace it with your pen. (BELL)	Two.
3	3a. What is this numeral? b. Trace it with your pen. (BELL)	Three.
1	4a. What is this numeral? b. Trace it with your pen. (BELL)	One.
2	5a. What is this numeral? b. Trace it. (BELL)	Two.
(NO COLOR FEEDBACK) 4	6a. Here is another numeral. This is the numeral four. Say four.	Four.

PROGRAM NUMBERS 24: NUMERAL IDENTIFICATION 2 (1-11-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Watch me trace the numeral four. (DEMONSTRATE) I start at the top and trace like this.	
	6b. Now you trace the shape with your finger and say the numeral.	Four.
	c. Again. Trace the shape and say the numeral. (BELL)	Four.
5	7a. Here is the numeral five. Say five.	Five.
	Watch me trace the numeral five. (DEMONSTRATE) I start at the top and trace like this.	
	b. Now you trace the shape with your finger and say the numeral.	Five.
	c. Again. Trace the shape and say the numeral. (BELL)	Five.
(FEEDBACK IN NUMERAL)	8. Trace the numeral four and say its name. (BELL)	Four.
4	9. Trace the numeral five and say its name. (BELL)	Five.
5		
(FEEDBACK IN SPOTS UNDER NUMERALS)		
1 2 3	10. Point to numeral one. Mark it. (BELL)	
3 2 5	11. Point to numeral two. Mark it. (BELL)	
2 4 3	12. Point to numeral three. Mark it. (BELL)	
3 4 5	13. Point to numeral four. Mark it. (BELL)	
5 3 1	14. Point to numeral five. Mark it. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 25: FIVE CANDIES (1-12-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	Count, add, and subtract.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET)	
1 girl	1. One is me.	
1 boy	2. And one is you.	
1 girl, 1 boy	3. Put us together, how many have your?	Two.
2 boys, 1 girl	4. If I bring a griend with me, then how many will there be?	Three.
2 boys, 2 girls	5. If I bring along one more, altogether that makes four. How many?	Four.
2 boys, 3 girls	6. To make us five, we'll add just one. That's a lot for lots of fun.	
Numeral five	7. Numerals tells how many. This is five. What's this numeral?	Five.
1 finger	8. Now let's count all together: One...	
2 fingers	9. Two...	
3 fingers	10. Three...	
4 fingers	11. Four...	
Hand	12. Five. Now let's count all these fingers. 1-2-3-4-5. How many fingers?	One hand has five fingers.
5 boys	13. Now let's count these boys. 1-2-3-4-5. How many boys?	Five boys.
5 girls standing	14. Now count all these girls. 1-2-3-4-5. How many girls?	Five girls.

PROGRAM NUMBERS 25: FIVE CANDIES (1-12-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
5 candies	15. Now we'll hear a story. Once upon a time there were some candies sitting in the window of a store. How many candies do you see? Count them. 1-2-3-4-5.	Five candies.
5 pennies	16. Once upon a time there were some pennies that had fallen to the floor. How many pennies? Count them. 1-2-3-4-5.	Five pennies.
Girl picking up 1 penny	17. Then Mary came by. How many did she pick up?	One penny.
Girl picking up 2nd penny	18. Then she picked up another. Now how many does she have?	Two pennies.
Girl picking up 3rd penny	19. And she picked up one more penny. Now she has how many? Count them. 1-2-3.	Three pennies.
Girl picking up 4th penny	20. Mary picked up one more. Now how many does she have? Count them. 1-2-3-4.	Four pennies.
Girl picking up 5th penny	21. Mary picked up the last penny. How many does she have now? Count them. 1-2-3-4-5.	Five pennies.
Girl putting pennies in pocket	22. Let's count the pennies going into Mary's pocket. 1-2-3-4-5.	Five pennies.
Girl giving man 1 penny	23. Mary went to the candy store. She saw the five candies and thought, "Yum, yum, with one of my pennies for one piece of candy?	One penny for one piece of candy.
2 pennies, 2 candies	24. Mary gave the man the penny. Then she gave him another. How many pennies did she give him? How many pieces of candy did she buy?	Two pennies. Two pieces of candy.
3 pennies, 3 candies	25. Mary wanted more so she gave him another penny. How many pennies did she pay the man in the store? How many candies does she have now?	Three pennies. Three candies.
4 pennies, 4 candies	26. But Mary wants to buy some more. Another penny makes how many? She gets how many candies for four pennies?	Four pennies, four candies.
5 candies	27. Mary saw a delicious chocolate and gave the man her last penny. Now she has how many candies? (PUT MATERIALS AWAY)	Five candies for five pennies. What a lucky girl is Mary!

PROGRAM NUMBERS 26: NUMERAL IDENTIFICATION 3 (2-01-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children trace in booklets and respond verbally to taped dialogue.	Children will identify, trace and label numerals (1-5).	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO COLOR FEEDBACK)	(HAND OUT BOOKLETS) Today we are going to learn about numerals again. (BELL)	
2	1a. This numeral is two. Say two. Watch me trace the shape of the numeral two (DEMONSTRATE). I start at the top and trace the shape with my finger like this.	Two.
	b. Now, you trace the shape with your finger and say the name of the numeral.	Two.
	c. Again. Trace the shape and say the numeral. (BELL)	Two.
3	2a. Here is the numeral three. Say three. Watch me trace the numeral three (DEMONSTRATE). I start at the top and trace like this.	Three.
	b. Now, you trace the shape with your finger and say the numeral.	Three.
	c. Again. Trace the shape and say the numeral. (BELL)	Three.
5	3a. Here is the numeral five. Say five. Watch me trace the numeral five (DEMONSTRATE).	Five.
	b. Now, you trace the shape with your finger and say the numeral.	Five.
	c. Again. Trace the shape and say the numeral. (BELL)	Five.

PROGRAM NUMBERS 26: NUMERAL IDENTIFICATION 3 (2-01-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1	4a. Here is the numeral one. Say one. Watch me trace the numeral one (DEMONSTRATE).	One.
	b. Now, you trace the shape with your finger and say the numeral.	One.
	c. Again. Trace the shape and say the numeral. (BELL)	One.
4	5a. Here is the numeral four. Say four. Watch me trace the numeral four (DEMONSTRATE).	Four.
	b. Now, you trace the shape with your finger and say the numeral.	Four.
(CHEMICAL FEEDBACK IN CORRECT NUMERAL ONLY; NO RED FEEDBACK)	c. Again. Trace the shape and say the numeral. (HAND OUT MARKING PENS)	Four.
3 4 5	6. Trace the shape of the numeral five with your pen and say its name. (BELL)	Five.
4 1 2	7. Trace the one with your pen and say its name. (BELL)	One.
3 4 2	8. Trace the three with your pen and say its name. (BELL)	Three.
1 2 3	9. Trace the two with your pen and say its name. (BELL)	Two.
4 5 2	10. Trace the four with your pen and say its name. (BELL)	Four.
2 5 3	11. Trace the three with your pen and say its name. (BELL)	Three.
3 2 4	12. Trace the two with your pen and say its name. (PUT MATERIALS AWAY)	Two.

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PROGRAM NUMBERS 27: NUMERAL IDENTIFICATION 4 (2-05-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children mark in booklets.	Children will mark the numeral that tells how many.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
One baby 1 2 3 4 5	1. How many babies are there? Mark the numeral which tells how many. (BELL)	One baby.
Three apples 1 2 3 4 5	2. How many apples are there? Mark the numeral which tells how many. (BELL)	Three apples.
Five balls 1 2 3 4 5	3. How many balls are there? Mark the numeral which tells how many. (BELL)	Five balls.
Two books 1 2 3 4 5	4. How many books are there? Mark the numeral which tells how many. (BELL)	Two books.
Four mice 1 2 3 4 5	5. How many mice are there? Mark the numeral which tells how many. (BELL)	Four mice.
Two dolls 1 2 3 4 5	6. How many dolls are there? Mark the numeral which tells how many. (BELL)	Two dolls.

PROGRAM NUMBERS 27: NUMERAL IDENTIFICATION 4 (2-05-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Five nails 1 2 3 4 <u>5</u>	7. How many nails are there? Mark the numeral that tells how many. (BELL)	Five nails.
Four fish 1 2 3 <u>4</u> 5	8. How many fish are there? Mark the numeral that tells how many. (BELL)	Four fish.
One chair <u>1</u> 2 3 4 5	9. How many chairs are there? Mark the numeral that tells how many. (BELL)	One chair.
Three hats 1 2 <u>3</u> 4 5	10. How many hats are there? Mark the numeral that tells how many. (BELL) (PUT MATERIALS AWAY)	Three hats.

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PROGRAM NUMBERS 28: SET IDENTIFICATION (2-05-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark booklets.	Given a numeral, children will select the set with that many objects.	one two three four five numeral

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
4 1 boat, 4 boats, 2 boats	1. Put your finger on the numeral 4. Find the set that has four boats. Mark it. (BELL)	
2 3 dolls, 1 doll, 2 dolls	2. Put your finger on the numeral 2. Find the set that has two dolls. Mark it. (BELL)	
5 2 pennies, 3 pennies, 5 pennies	3. Put your finger on the numeral 5. Mark the set that has five pennies. (BELL)	
3 3 fish, 5 fish, 1 fish	4. Put your finger on the numeral 3. Mark the set that has three fish. (BELL)	
1 1 feather, 5 feathers, 2 feathers	5. Put your finger on the numeral 1. Mark the set that has one feather. (BELL)	
4 2 rabbits, 4 rabbits, 5 rabbits	6. Look at the numeral 4. Mark the set that has that many. (BELL)	

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PROGRAM NUMBERS 28: SET IDENTIFICATION (2-05-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1 2 pencils, 3 pencils, 1 pencil	7. Look at the numeral 1. Mark the set that has that many. (BELL)	
3 2 balloons, 3 balloons, 4 balloons	8. Look at the numeral 3. Mark the set that has that many. (BELL)	
5 5 books, 2 books, 3 books	9. Look at the numeral 5. Mark the set that has that many. (BELL)	
2 3 snakes, 2 snakes, 4 snakes	10. Look at the numeral 2. Mark the set that has that many. (BELL) (PUT MATERIALS AWAY)	

PROGRAM NUMBERS 29: SIMON SAYS (2-07-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
5 numeral tags on strings 5 toy tags on strings 5 animals 5 numeral cards	Teacher demonstrates and leads Simon Says game. Children wear tags and follow directions.	Children will identify numerals and name their values.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Today we are playing Simon Says again. I am Simon. You do what Simon says. Ready? (GIVE DIRECTIONS AND DEMONSTRATE) 1. Simon Says: Put one finger in the air. Simon Says: Put it down. 2. Simon Says: Put two fingers on your nose. Simon Says: Put them down. 3. Simon Says: Put three fingers on the table. Simon Says: Take them off. 4. Simon Says: Clap your hands four times. Simon Says: Put your hands on the table. 5. Simon Says: Knock on the table five times with your right hand. Simon Says: Knock on the table five times with your left hand. Now we are going to change the game. (PASS OUT NUMERAL TAGS) Everyone gets a different numeral tag. (HOLD UP NUMERAL CARDS ONE AT A TIME IN SEQUENCE) 7. What numeral is this? A, you get the numeral 5. Put it around your neck.	
5		5

PROGRAM NUMBERS 29: SIMON SAYS (2-07-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
4	8. What numeral is this? B, you get the numeral 4. Put it around your neck.	4
3	9. What numeral is this? C, you get the numeral 3.	3
2	10. What numeral is this? D, you get the numeral 2.	2
1	11. What numeral is this? E, you get the numeral 1.	1
	Now everyone has a numeral. Simon will call a numeral. The child with that numeral must do what Simon Says:	
	12. Simon Says: TWO, put your two hands on your ears. Simon Says: Put your hands on the table.	
	13. Simon Says: THREE, knock three times. Simon Says: Put your hands on the table.	
	14. Simon Says: FOUR, clap four times. Simon Says: Put your hands on the table.	
	15. Simon Says: FIVE, show me five fingers. Simon Says: Put your hands on the table.	
	16. Simon Says: ONE, put one finger on your nose. Simon Says: Put your hand on the table.	
	17. Simon Says: THREE, wave both hands. Simon Says: Put your hands down.	
	18. Simon Says: TWO, open your mouth. Simon Says: Close your mouth.	

PROGRAM NUMBERS 29: SIMON SAYS (2-07-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	19. Simon Says: FOUR, move your head up and down. Simon Says: Stop.	
	20. Simon Says: FIVE, move your head from side to side. Simon Says: Stop.	
	21. Simon Says: ONE, stamp both feet. Simon Says: Stop. (COLLECT AND REDISTRIBUTE NECKLACES, CHANGING NUMERALS AROUND)	
	22. A, what numeral is on your tag?	A has #3
	23. B, what numeral is on your tag?	B has #1
	24. C, what numeral is on your tag?	C has #2
	25. D, what numeral is on you tag?	D has #4
	26. E, what numeral is on you tag?	E has #5
2 monkeys	27. (HOLD UP CARD) Look at the animals on this picture. Who has the numeral that tells how many animals? Raise your hand.	___ has #2
4 chickens	28. Look at the animals on this picture. Who has the numeral that tells how many? Raise your hand.	___ has #4
3 squirrels	29. Look at the animals on this picture. Who has the numeral that tells how many? Raise your hand.	___ has #3
1 snake	30. Look at this picture. Who has the numeral that tells how many? Raise your hand.	___ has #1

PROGRAM NUMBERS 29: SIMON SAYS (2-07-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
5 mice	31. Who has the numeral for this picture? Raise your hand. Now give me your numeral tags and I will give you some different tags. (COLLECT NUMERAL TAGS, HAND OUT TOY TAGS) A, your tag has one truck. B, your tag has two roller skates. C, your tag has three blocks. D, your tag has four dolls. E, your tag has five balls. Now Simon will hold up a numeral. If you have that many toys, raise your hand and tell me what you have.	___ has #5.
2	32. Simon Says: Who has this many? Raise your hand and tell me.	You have two roller skates.
1	33. Simon Says: Who has this many? Raise your hand and tell me.	You have one truck.
3	34. Simon Says: Who has this many? Tell me.	You have three blocks.
5	35. Simon Says: Who has this many? Tell me.	You have five balls.
4	36. Simon Says: Who has this many? Tell me.	You have four dolls.
	Now Simon isn't going to speak. He will just show the numeral. The person with that many toys stand up and give me your tag. (SHOW EACH NUMERAL UNTIL ALL CHILDREN ARE STANDING AND ALL TAGS COLLECTED.) (PUT MATERIALS AWAY)	

PROGRAM NUMBERS 30: MORE THAN, AND SAME NUMBER (2-08-1a)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Squares	Teacher reads written commentary, demonstrates, and elicits choral responding.	Respond appropriately to "more than" and "same number."	more than same number

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	We are going to learn something new today. Let's listen carefully.	
1 square	1. (PLACE ONE SQUARE ON TABLE) I have one square. (GIVE EACH CHILD SQUARE) And now each of you has one square. I have one and you have one. We have the <u>same number</u>. Say "same number."	Same number.
2 squares	2. (PLACE SECOND SQUARE ON TABLE) Look, I add one more. I have two squares and you have one. I have more than you. Who has more? (GIVE EACH CHILD SECOND SQUARE) Here is one more for you. Now each of you has two squares. I have two and you have two. Do we have the same number?	I do; two is more than one. Yes, we have the same number.
3 squares	3. (GIVE EACH CHILD THIRD SQUARE) Here is one more. How many squares do you have? How many do I have? Do we have the <u>same number</u> of squares? Who has more? (PLACE THIRD SQUARE ON TABLE) I add one more to my set. Now, how many squares do I have? How many squares do you have? Do you have more squares than I do?	Three. Two. No. You do; three is more than two. I have three squares. Three squares. No, we all have the same number.
4 squares	4. (PLACE FOURTH SQUARE ON TABLE) Now I add one more to my set. How many do I have? How many do you have? Do we have the same number?	I have four squares. You have three squares. No.

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Who has more?	I do; Four is more than three.
	(GIVE EACH CHILD FOURTH SQUARE) Here is one more for you. How many squares do you have now? How many do I have? Do we have the same number?	Four. Four. Yes, we have the same number.
5 squares	5. (HAND OUT SQUARE) Here is one more square for you. How many squares are in your set now? How many are in my set? Are they the same number?	Five squares. Four squares. No, five is more than four.
	(ADD SQUARE TO TABLE) I add one more to mine. How many are in my set? Do we have the same number?	Five. Yes, I have five and you have five.
	(REMOVE SQUARES FROM TABLE) Pick up your squares and hold them in your hands.	
2 squares	6. (PLACE TWO SQUARES ON TABLE) Watch. I can build a train with my squares. My train has two cars in it. How many cars do you need to make your train as long as mine? Now, you make a train with two cars.	Two.
4 squares	7. (ADD TWO SQUARES TO TABLE) I add two more to my train. Now, my train has four cars and your train has two cars. Who has more?	I do.
	How many do you need so that your train will have the same number of cars?	Two more cars.
5 squares	Now, make your train have <u>more</u> cars than mine.	Yes, five cars are more than four.
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 31: MORE THAN AND SAME NUMBER (2-09-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children mark booklets according to taped instructions.	Children will select sets with the same number of objects or with more objects than another set.	same number more than

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
1 camel 3 apples, 1 lemon	1. Point to the set on top. There is one camel. Point to the set on the bottom that has the same number. Mark it. (BELL)	
1 bear 1 turnip, 2 dogs	2. Point to the set on top. There is one bear. Point to the set on the bottom that has more than one. Mark it. (BELL)	
2 leaves 2 peanuts, 4 chickens	3. Point to the set on top. How many in this set? Point to the bottom set that has the same number. Mark it. (BELL)	Two.
2 sacks 1 bugle, 3 bananas	4. How many in the top set? Point to the bottom set that has more than the top set. Mark it. (BELL)	Two.
4 hot dogs 5 eggs, 2 tables	5. How many in the top set? Mark the bottom set that has more than the top set. (BELL)	Four.
3 teddy bears 3 candles, 2 birds	6. How many in the top set? Mark the bottom set that has the same number. (BELL)	Three.
5 shovels 3 balls, 5 wheels	7. How many in the top set? Mark the bottom set that has the same number. (BELL)	Five.

PROGRAM NUMBERS 31: MORE THAN AND SAME NUMBER (2-09-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
4 turnips 5 balls, 4 pins	8. How many in the top set? Mark the bottom set that has more than the top set. (BELL)	Four.
3 wheels 1 butterfly, 4 crayons	9. How many in the top set? Mark the set that has more than the top set. (BELL)	Three.
5 spoons 7 nails, 5 eggs	10. How many in the top set? Mark the set that has more than the top set. (BELL)	Five.
4 dogs 4 cars, 5 cookies	11. How many in the top set? Mark the set that has the same number. (BELL)	Four.
2 bottles 2 buckets, 3 lollipops	12. How many in the top set? Mark the set that has more. (BELL)	Two.
1 key 1 ice cream, 3 flowers	13. How many in the top set? Mark the set that has more. (BELL)	One.
5 lemons 5 ribbons, 2 blocks	14. Mark the set that has the same number. (BELL)	
3 popsicles 4 balloons, 2 melons	15. Mark the set that has more. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 32: NUMERAL IDENTIFICATION 5 (2-09-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking Pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify the numerals 1-5.	one two three four five

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
3 mice 1 2 <u>3</u> 4 5	1. How many mice are there? Mark the numeral that tells how many. (BELL)	Three.
2 clowns 1 <u>2</u> 3 4 5	2. How many clowns are there? Mark the numeral that tells how many. (BELL)	Two.
4 dolls 1 2 3 <u>4</u> 5	3. How many dolls are there? Mark the numeral that tells how many. (BELL)	Four.
1 truck <u>1</u> 2 3 4 5	4. How many trucks are there? Mark the numeral that tells how many. (BELL)	One.
5 toy cars 1 2 3 4 <u>5</u>	5. How many cars are there? Mark the numeral that tells how many. (BELL)	Five.
(CHEMICAL FEEDBACK IN CORRECT NUMERAL ONLY) 1 2 3 <u>4</u> 5	6. Trace the four. (BELL)	
1 2 <u>3</u> 4 5	7. Trace the three. (BELL)	

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PROGRAM NUMBERS 32: NUMERAL IDENTIFICATION 5 (2-09-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1 2 3 4 5	8. Trace the one. (BELL)	
1 2 3 4 5	9. Trace the two. (BELL)	
1 2 3 4 5	10. Trace the five. (BELL)	
1 2 3 4 5	11. Trace the two. (BELL)	
1 2 3 4 5	12. Trace the three. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM NUMBERS 33: SAME NUMBER, MORE THAN, LESS THAN (2-11-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher plays tape; children mark booklets.	Children will use the terms "more than," "less than," and "same number."	same number less than more than

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
1 ball 3 balls 1 ball	1. Point to the set on top. There is one ball. Point to the set on the bottom that has the same number. Mark it. (BELL)	
2 glasses 1 glass 3 glasses	2. Point to the set on top. There are two glasses. Point to the set on the bottom that has less than two. Mark it. (BELL)	
3 dolls 1 doll 4 dolls	3. Point to the set on top. How many in the top set? Point to the set that has more than three. Mark it. (BELL)	Three dolls.
3 cars 2 cars 3 cars	4. How many in the top set? Mark the set that has the same number. (BELL)	Three cars.
4 flowers 4 flowers 2 flowers	5. How many in the top set? Mark the bottom set that has less than four flowers. (BELL)	Four flowers.
4 balls 5 balls 3 balls	6. How many in the top set? Mark the bottom set that has more than four. (BELL)	Four balls.
5 chicks 3 chicks 5 chicks	7. How many in the top set? Mark the set that has the same number. (BELL)	Five chicks.
5 ducks 5 ducks 4 ducks	8. How many in the top set? Mark the set that has less than five ducks. (BELL)	Five ducks.

PROGRAM NUMBERS 33: SAME NUMBER, MORE THAN, LESS THAN (2-11-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
1 candle 1 candle 2 candles	9. How many in the top set? Mark the set that has more than one candle. (BELL)	One candle.
2 buttons 1 button 3 buttons	10. How many in the top set? Mark the set that has less than two. (BELL)	Two buttons.
2 rabbits 2 rabbits 3 rabbits	11. How many in the top set? Mark the set that has more than two. (BELL)	Two rabbits.
2 turtles 3 turtles 2 turtles	12. How many in the top set? Mark the set that has the same number. (BELL)	Two turtles.
4 birds 2 birds 5 birds	13. Mark the set that has less than four. (BELL)	
3 shoes 1 shoe 4 shoes	14. Mark the set that has less than three. (BELL) (PUT MATERIALS AWAY)	

PROGRAM NUMBERS 34: SAME NUMBER, MORE THAN, LESS THAN (2-12-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher plays tape. Children mark in booklets.	Children will use the terms "more than," "less than," and "same number."	more than less than same number

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
2 3 dogs, 1 dog, 2 dogs	1. Point to the numeral. What is this numeral called? Mark the set that has the same number. (BELL)	Two.
4 4 flowers, 5 flowers, 2 flowers	2. What is this numeral called? Mark the set that has less than four. (BELL)	Four.
1 1 marble, 3 marbles, 1 marble (different design)	3. What is this numeral called? Mark the set that has more than one. (BELL)	One.
3 1 snake, 3 snakes, 4 snakes	4. What is this numeral called? Mark the set that has less than three. (BELL)	Three.
5 3 nails, 5 nails, 2 nails	5. What is this numeral called? Mark the set that has the same number. (BELL)	Five.
3 2 bats, 3 bats, 4 bats	6. What is this numeral called? Mark the set that has more than three. (BELL)	Three.
1 1 bird, 2 birds, 3 birds	7. What is this numeral called? Mark the set that has the same number. (BELL)	One.

PROGRAM NUMBERS 34: SAME NUMBER, MORE THAN, LESS THAN (2-12-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
2 3 lollipops, 1 lollipop, 2 lollipops	8. What is this numeral called? Mark the set that has less than two. (BELL)	Two.
4 4 hats, 5 hats, 3 hats	9. What is this numeral called? Mark the set that has more than four. (BELL)	Four.
5 5 bees, 1 bee, 3 bees	10. What is this numeral called? Mark the set that has the same number. (BELL)	Five.
2 2 pencils, 1 pencil, 3 pencils	11. What is this numeral called? Mark the set that has less than two. (BELL)	Two.
3 3 shoes, 1 shoe, 4 shoes	12. What is this numeral called? Mark the set that has more than three. (BELL)	Three.
	(PUT MATERIALS AWAY)	

PROGRAM SHAPES 1 (1-04-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher reads script and demonstrates with booklet. Children respond orally.	Given an instance of shape (circle, square or triangle), children will produce the name of the shape and identify non-instances of each.	shape circle triangle square name

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Today we're going to learn about some shapes. (BELL)	
Circle	1. This is a circle (TRACE SHAPE WITH FINGER). What is it called? (BELL)	It is a circle.
Square	2. This is a square (TRACE SHAPE WITH FINGER). What is it called? (BELL)	It is a square.
Triangle	3. This is a triangle (TRACE SHAPE WITH FINGER). What is it called? (BELL)	It is a triangle.
Circle, square, triangle	4. Now let's say the name of all the shapes. a. (POINT) Say circle. b. (POINT) Say square. c. (POINT) Triangle. (BELL)	Circle. Square. Triangle.
Triangle	5. Tell me, is this a triangle? (BELL)	It is a triangle.
Circle	6. Is this a circle? (BELL)	It is a circle.

PROGRAM SHAPES 1 (1-04-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Square	7. Is this a square? (BELL)	It's a square.
Square	8a. Now listen carefully. Is this a circle? b. What is it? (BELL)	No. It's a square.
Circle	9a. Is this a triangle? b. What is it? (BELL)	No. It's a circle.
Triangle	10a. Is this a square? b. What is it? (BELL)	No. It's a triangle.
Circle, triangle, square	11. Now I want you to tell me the name of the shapes by yourself. a. (POINT TO CIRCLE) What is this shape? b. (POINT TO TRIANGLE) What is this shape? c. (POINT TO SQUARE) What is this shape? (BELL)	 Circle. Triangle. Square.
Square, circle, triangle	12a. (POINT TO SQUARE) What is this? b. (POINT TO CIRCLE) What is this? c. (POINT TO TRIANGLE) What is this? (PUT MATERIALS AWAY)	Square. Circle. Triangle.

PROGRAM SHAPES 2 (1-05-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Students Booklets Marking pens Tape	Children respond to taped directions by marking in booklet.	Given three shapes (circle, square, triangle), children will give the shape name and mark a specific shape when instructed to do so.	circle square triangle shape

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
		(HOLD UP TEACHER BOOKLET AND POINT)	
Circle	1.	Here are some shapes. This is a circle. Say circle.	
Triangle	2.	This is a triangle. Say triangle.	
Square	3.	This is a square. Say square.	
Triangle	4.	Now you tell me the names of the shapes. What shape is this?	A triangle.
Circle	5.	What shape is this?	A circle.
Square	6.	What shape is this?	A square.
Circle	7.	What is this?	It's a circle.
Square	8.	What is this?	A square.
Triangle	9.	What is this?	A triangle.
		(HAND OUT STUDENTS BOOKLETS AND MARKING PENS; TURN ON TAPE RECORDER) Now we're going to mark the shapes in a booklet. (BELL)	
Circle, triangle, square	1.	Mark the square. (BELL)	Remember, green means you found the answer. Red tells you to try again.

PROGRAM SHAPES 2 (1-05-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<u>Triangle</u>, circle, square	2. Mark the triangle. (BELL)	
Square, <u>circle</u>, triangle	3. Mark the circle. (BELL)	
<u>Circle</u>, triangle, square	4. Mark the circle. (BELL)	
Triangle, <u>square</u>, circle	5. Mark the square. (BELL)	
Square, circle, <u>triangle</u>	6. Mark the triangle. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM SHAPES 3 (1-05-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Children respond to taped directions by marking in booklets.	Children will identify the shapes circle, triangle and square.	circle triangle square

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we're going to mark some shapes in a book. (BELL)	
Boy holding circle, boy holding square, <u>boy holding triangle</u>	1. Mark the boy holding a triangle. (BELL)	Remember, green means you found the answer. Red means look again.
Dog with circle on back, <u>dog with square on back</u>, dog with triangle on back	2. Mark the dog with a square on his back. (BELL)	
Cat playing with square, <u>cat playing with triangle</u>, cat playing with circle	3. Mark the cat playing with a triangle. (BELL)	
<u>Duck pulling circle</u>, duck pulling square, duck pulling triangle	4. Mark the duck pulling the circle. (BELL)	
Woman picking up triangle, woman picking up circle, <u>woman picking up square</u>	5. Mark the woman picking up the square. (BELL)	

PROGRAM SHAPES 3 (1-05-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Circle on bed, triangle on bed, square on bed	6. Mark the bed with a circle on it. (BELL)	
Square on fence, triangle on fence, circle on fence	7. Mark the fence with a triangle on it. (BELL)	
Man sitting on square, man sitting on circle, man sitting on triangle	8. Mark the man sitting on a square. (BELL)	
Circle on table, square on table, triangle on table	9. Mark the table with a circle on it. (BELL)	
Baby looking at circle, baby looking at square, baby looking at triangle	10. Mark the baby with a square. (BELL)	
Triangle on plate, square on plate, circle on plate	11. Mark the plate with a triangle on it. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM SHAPES 4 (1-07-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark booklets.	Children will identify the shapes circle, square and triangle embedded in other objects.	circle square triangle

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) We are going to mark different shapes. (BELL)	
Circle, square, triangle	1. Mark the circle. (BELL)	
Triangle, circle, square	2. Mark the square. (BELL)	
Triangle, circle, square	3. Mark the triangle. (BELL)	
Woman with circle, woman with triangle, woman with square	4. Look at all the pictures carefully. Mark the picture that has a square in it. (BELL)	
Cat under square box, seal with ball on nose, pyramid	5. Mark the picture that has a circle in it. (BELL)	
Boy throwing ball, man picking up square box, man waving pennant	6. Mark the picture that has a triangle in it. (BELL)	
Square table, triangular table, circular table	7. Mark the picture that has a triangle in it. (BELL)	

PROGRAM SHAPES 4 (1-07-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Cat on square box, seal on ball, pyramid	8. Mark the picture that has a square in it. (BELL)	
Baby with ball, baby with triangle, baby with square	9. Mark the picture with a circle in it. (BELL)	
Square house, A-frame house, igloo	10. Mark the picture with a triangle in it. (BELL)	
Circular plate, square book, triangular ash tray	11. Mark the picture with a square in it. (BELL)	
Tepee, square brick, bird house with circular opening	12. Mark the picture with a circle in it. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM SHAPES 5 (1-08-1b)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify shapes embedded in common objects.	

VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Now we are going to mark in booklets.		
Drum, <u>teepee</u>, balloon	1. Mark the picture that is shaped like a triangle.	(BELL)	The teepee is shaped like a triangle.
<u>Ball</u>, box, flag	2. Mark the picture that is shaped like a circle.	(BELL)	The ball is shaped like a circle.
Leaf, wheel, <u>square picture</u>	3. Mark the picture that is shaped like a square.	(BELL)	The picture is shaped like a square.
<u>Square on truck</u>, triangle on truck, circle on truck	4. Mark the truck that is carrying a square.	(BELL)	The first truck is carrying a square.
Book, <u>arrow</u>, spoon	5. Mark the picture with a triangle.	(BELL)	The arrow is shaped like a triangle.
Ladder, <u>eye glasses</u>, milk carton	6. Mark the picture with a circle.	(BELL)	The eyeglasses have a circle in them.
<u>Round button on coat</u>, starfish, chair	7. Mark the picture with a circle.	(BELL)	The coat has a circle on it.
Newspaper, silo, <u>piece of pie</u>	8. Mark the picture with a triangle.	(BELL)	The piece of pie is shaped like a triangle.
<u>Robot with square chest</u>, tree, feather	9. Mark the picture with a square.	(BELL)	The robot has a square in it.
	(PUT MATERIALS AWAY)		

PROGRAM SHAPES 6 (1-08-4a)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify shapes embedded in common objects.	

VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Now we are going to mark in our booklets.		
Saxophone, <u>pennant</u>, light	1. Mark the picture that is shaped like a triangle.	(BELL)	The flag is shaped lik a triangle.
<u>Ice cube</u>, cup, flower	2. Mark the picture that is shaped like a square.	(BELL)	The ice cube is shaped like a square.
Ladder, book, <u>baseball</u>	3. Mark the picture that is shaped like a circle.	(BELL)	The baseball is shaped like a circle.
Window, ruler, <u>telephone</u>	4. Mark the picture that has a circle in it.	(BELL)	The telephone has a circle in it.
<u>Girl with triangle</u>, boy with square, dog with ball	5. Mark the picture that has a triangle in it.	(BELL)	The girl is holding a triangle.
<u>Square door on bird house</u>, tower, teepee	6. Mark the picture that has a square in it.	(BELL)	The bird house has a square in it.
Stamped envelope, <u>triangular bridge span</u>, stove	7. Mark the picture that has a triangle in it.	(BELL)	The bridge has a triangle in it.
Dog with round case, woman with trangular case, <u>man</u> with square case	8. Mark the picture that has a square in it.	(BELL)	The man is carrying a square suitcase.
<u>Balloon</u>, tree, saw	9. Mark the picture that has a circle in it. (PUT MATERIALS AWAY)	(BELL)	The balloon has a circl in it.

PROGRAM SHAPES 7: COLOR AND SHAPE (1-09-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
15 cards: 4 colors (red, green, blue, yellow) in 3 shapes (circle, square, triangle)	Teacher asks for a card. Children respond by raising hand and saying, "I have a (COLOR) (SHAPE) ."	Children will identify and name colored shapes on cards.	red circle green square blue yellow triangle

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Cards	1. Let's play a card game. Here are three cards for each of you (HAND CARDS OUT). Hold them in front of you so no one can see.	
Red square	2. Now I am going to tell you what card I want. If you have the card, you give it to me. The first one to get rid of all his cards wins the game. Ready? I am looking for a card with a red square. If you have the card with a red square, hold it up and say, "I have a red square." _____ has the card with a red square. Good, give it to me. (TAKE CARD FROM CHILD)	(IF CORRECT, SAY, "YES, YOU HAVE A RED SQUARE." IF INCORRECT, SAY: THAT'S NOT A RED SQUARE. LOOK AGAIN AND SEE WHO HAS A RED SQUARE.")
Blue circle	3. Now I am looking for a blue circle. If you have a blue circle, hold it up and say, "I have a blue circle." _____ has the blue circle. Give your card to me.	
Yellow triangle	4. I want a yellow triangle..... _____ has the yellow triangle. (IF CHILD GIVES CORRECT ANSWER, TAKE HIS CARD. CONTINUE GAME UNTIL SOMEONE WINS. REPEAT GAME IF TIME WARRANTS.) (PUT MATERIALS AWAY)	

PROGRAM SHAPES 8: SHAPE AND NUMBER (1-10-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
20 cards - Each card contains from one to five circles, triangles or squares.	Teacher reads script, hands out cards and asks children for specific cards.	Children will identify and describe cards with a specific number of shapes.	one three two four square five circle triangle

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Cards	Let's play a card game. (HAND OUT CARDS) Here are four cards for each of you. Hold them in front of you so no one can see what is on them.	
Card with 2 squares	I am looking for a card with two squares. Look at your cards and see if you have two squares. If you have the card, hold it up. A has the card. Now A, you say, "I have two squares." Good. Give the card to me (TAKE CARD FROM CHILD). The first one to get rid of all the cards wins the game.	(IF CORRECT, SAY, "YES, YOU HAVE TWO SQUARES." IF NOT CORRECT, SAY, "THAT'S NOT TWO SQUARES. LOOK AGAIN AND SEE IF YOU HAVE TWO SQUARES.")
Card with 3 triangles	Now I am looking for three triangles. If you have three triangles, hold it up. B has the card. B, you say "I have three triangles." Good. Give the card to me (TAKE CARD FROM CHILD).	(CONTINUE FEEDBACK AS ABOVE)
Card with 1 circle	Now I want one circle. C has the card. What do you say? (IF CHILD GIVES CORRECT ANSWER, TAKE HIS CARD)	
	(CONTINUE GAME UNTIL SOMEONE WINS. IF TIME ALLOWS, REPEAT GAME.)	
	(PUT MATERIALS AWAY)	

PROGRAM SHAPES 9 (2-10-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify the shapes circle, triangle, and square.	circle triangle square

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark in our booklets. (BELL)	
Circle, triangle, square	1. Mark the spot under the triangle. (BELL)	
Square, circle, triangle	2. Mark the square. (BELL)	
Circle, square, triangle	3. Mark the circle. (BELL)	
Spoon, rectangular stamp, door with square window	4. Mark the picture that has a square in it. (BELL)	
Pencil, bull's eye target, saw	5. Mark the picture that has a circle. (BELL)	
Light bulb, snail, triangular metronome	6. Mark the picture that has a triangle. (BELL)	
Cube, cylinder, pyramid	7. Mark the picture that has a circle. (BELL)	
Hand, daisy, child with square sign around neck	8. Mark the picture that has a square. (BELL)	

PROGRAM SHAPES 9 (2-10-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Grapes, triangular paper airplane, turtle	9. Mark the picture that has a triangle. (BELL)	
TV with square screen, stovepipe hat, snake	10. Mark the picture that has a square. (BELL)	
Slide, fork, stop sign	11. Mark the picture that has a circle. (BELL)	
Pyramid, cylinder, cube	12. Mark the picture that has a triangle. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM HOME ENVIRONMENT LANGUAGE 1 (1-10-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Children listen to taped dialogue and answer verbally.	Children will identify and describe the functions of the floor, roof and walls of a house.	floor roof walls

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Table in school yard, right side up; Tom and Betty looking at it	1. One day Tom and Betty wanted to play house. They found an old table. Tom said, "The table can be our house. Let's turn it upside down." What did Tom and Betty do with the table? (BELL)	They turned it upside down.
Table upside down; Betty outside, Tom walking on "floor"	2. "This table makes a good floor," said Tom. The floor is what we walk on. What do we walk on? Touch the floor in this room. (BELL)	We walk on the floor. Yes, this is the floor.
Tom pointint to floor, Betty bending down	3. The floor is the bottom of the room. What is the floor? (BELL)	The floor is the bottom of the room.
Betty sitting, coloring	4. "I can color in my coloring book on the floor," said Betty. Where is Betty's coloring book? Is the floor the top of the room or the bottom of the room? (BELL)	Betty's coloring book is on the floor. The floor is the bottom of the room.
Betty and Tom sitting; Betty pointing to dark cloud in sky	5. Betty said, "Look! There's a big rain cloud. It's going to rain. We're going to get wet!" Tom said, "I'll fix that." Can you guess what Tom did? (BELL)	

PROGRAM HOME ENVIRONMENT LANGUAGE 1 (1-10-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Tom placing cardboard on table legs for roof	6. Tom put a big piece of cardboard over the playhouse. "I made a roof for our playhouse," said Tom. What did Tom make for the playhouse? (BELL)	Tom made a roof for the playhouse.
Front view - Tom standing proudly; Betty sitting in table	7. The top of a house is called the roof. What is the top of the house called? What is the roof? (BELL)	The top of the house is called the roof. The roof is the top of the house.
Tom and Betty sitting in playhouse; rain on cardboard roof	8. Look! It's beginning to rain! Did Tom and Betty get wet? Tom and Betty stayed dry because the roof kept out the rain. What did the roof do? (BELL)	No, Tom and Betty did not get wet. The roof kept out the rain; the roof kept their house dry.
Wind bending tree; Betty cold, hair blowing, holding down coloring book	9. Then the wind started to blow through the playhouse. "I'm cold," said Betty. "And my coloring book is blowing away." "I'll fix that," said Tom. Let's see what Tom did to keep out the wind. (BELL)	
Tom finding cardboard, hammer, nails; Betty sitting inside house	10. Tom got some more cardboard, a hammer and some nails. (BELL)	
Tom nailing cardboard to house, leaving one area unfastened for door	11. Then he nailed the cardboard to the legs of the table. He made walls. The sides of the house are called walls. What are the sides of the house called? (BELL)	The sides of the house are called walls.
Tom looking at completed house, satisfied	12. "There," said Tom. "I made walls for our playhouse." What did Tom make for the playhouse? (BELL)	Tom made walls for the playhouse.

PROGRAM HOME ENVIRONMENT LANGUAGE 1 (1-10-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO PICTURE)	13. Point to the walls in <u>this</u> room. Walls are the sides of the house. What are walls? (BELL)	Walls are the sides of the house.
Outside view, wind blowing	14. "Walls keep out the wind," said Betty. What can walls do? (BELL)	Walls keep out the wind.
Dog sniffing at wall	15. Walls can keep out a dog, too. What else can walls do? (BELL)	Walls can also keep out a dog.
Teacher carrying cardboard roof away; Tom at side of cardboard	16. Oh, look! Miss Ross, the teacher, took the roof back into the school. "Miss Ross," cried Tom, "we need a roof on our playhouse. Please bring back the roof." (BELL)	
Teacher putting roof back on playhouse	17. Miss Ross put the top back on the playhouse. What do you call the top of the house? (BELL)	The top of the house is called the roof.
Sun shining, Tom outside; Betty squeezing through opening	18. The sun started to shine. Tom and Betty squeezed out of the playhouse and went home. (BELL)	
Betty, Tom, Mother outside regular house	19. "Mother," said Betty, "we played house today and Tom made a roof for our playhouse." "We have a roof on <u>our</u> house, too," said Mother. "Can you find it?" (BELL)	
Same picture, Betty pointing to roof	20. "I can find the roof," said Betty. "It's the top of our house." Where is the roof? (BELL)	The roof is the top of the house.

PROGRAM HOME ENVIRONMENT LANGUAGE 1 (1-10-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Betty, Tom, Mother inside house	21. "We have a floor in our playhouse," said Tom. "We have a floor in our house, too," said Mother. "Can you find it?" "The floor is what we're standing on," said Tom. Put your hand on the floor in <u>this</u> room. (BELL)	Yes, this is the floor.
Mother pointing to wall	22. "We have walls in our playhouse," said Betty. "We have walls here too," said Mother. There are walls in <u>this</u> room, also. Point to the walls in <u>this</u> room. (BELL)	Yes, these are walls.
Mother straightening picture on wall	23. "Oh, look," said Mother, "the picture on the wall is crooked." Mother fixed the picture so that it was straight. Where was the picture hanging? Are there pictures on the walls of <u>this</u> room? (BELL)	The picture was hanging on the wall. (CONFIRM OR DENY)
House exterior in winter	24. In winter the walls keep the heat in and the cold out. What do walls do in winter? (BELL)	In winter the walls keep heat in and cold out.
House exterior in summer	25. In summer the walls keep out the heat. What do walls do in summer? (BELL)	In summer the walls keep out the heat.
Sun glaring on roof	26. The roof keeps out the heat, too. Does the roof keep out the heat, too? (BELL)	Yes, the roof keeps out the heat, too.
House exterior	27. A house needs walls, a roof, and a floor. (POINT TO ROOF) What is this? (POINT TO WINDOW) What is this? (POINT TO WALL) What is this? (BELL)	This is the roof. This is a window. This is a wall.
House interior	28. (POINT TO FLOOR) What is this? (POINT TO WALL) What is this? (BELL)	This is the floor. This is a wall.
	(PUT MATERIALS AWAY)	

PROGRAM HOME ENVIRONMENT LANGUAGE 2 (1-10-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Children listen to taped dialogue and respond verbally.	Children will identify and describe the functions of a roof, floor, walls, door, window, doorknob and window glass.	roof wall door floor doorknob window glass

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Tom and Betty want to play house again. (BELL)	
Tom and Betty's playhouse	1. Here is Tom and Betty's playhouse. Let's check to see if everything is there. a. Is there a roof?	Yes, there is a roof.
	b. Is the roof at the top of the house or at the bottom of the house?	The roof is at the top of the house.
	c. Is there a floor?	Yes, there's a floor.
	d. Are there walls in the playhouse?	Yes, there are walls in the playhouse.
	e. What part of the house are the walls? (BELL)	The walls are the sides of the house.
Tom squeezing into playhouse; Betty looking on with frown	2. Betty looked at their playhouse. "I don't want to have to squeeze into the playhouse," said Betty. "I want to walk right in." "All right," said Tom. "I can fix that." Do you know what Tom did? (BELL)	
Tom making door by bending cardboard wall at about 1/3 of its length	3. Tom pulled back part of the cardboard wall and made a door in the wall of the playhouse. Where did Tom make the door? Point to the door in <u>this</u> room. (BELL)	Tom made the door in the wall. (POINT) Yes, that's our door.

PROGRAM HOME ENVIRONMENT LANGUAGE 2 (1-10-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Tom and Betty walking into playhouse thru door	4. How can Tom and Betty get into the playhouse now? (BELL)	They can walk through the door.
Dark - Betty trying to color	5. "It is too dark to color in my coloring book," said Betty. "Please open the door." (BELL)	
Tom opening door	6. Why did Betty ask Tom to open the door? (BELL)	To let in the light.
Dog running toward open door	7. "Look! A dog is coming! Quick, shut the door!" Why did they shut the door? (BELL)	To keep the dog out.
Dark again - Betty trying to color	8. "Now it's dark again. I can't see to color in my coloring book," said Betty. "I'll fix that," said Tom. What do you think Tom did? (BELL)	
Tom cutting hole in cardboard	9. Tom got some scissors from Miss Ross. He cut a hole in the wall. Look what Tom made! What do we call this? Where did he made a window? Point to the window in <u>this</u> room. (BELL)	A window. Tom made a window in the wall of the playhouse. (POINT) Yes, that's a window.
Betty coloring, smiling	10. What does the window in the playhouse do? (BELL)	The window lets the light in. Now Betty can see to color.
Tom looking out window	11. The window lets the light in. But it does something else, too! "I can look out of the window," said Tom. "I can see the yard outside." How did Tom look outside? (BELL)	Tom looked outside through the window.

PROGRAM HOME ENVIRONMENT LANGUAGE 2 (1-10-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Bee flying in through open window	12. A bee flew in through the open window. Hurry, Betty! Hurry, Tom! Get out of the playhouse! How did the bee get into the house? (BELL)	The bee got in through the open window.
Betty and Tom leaving through door; Betty frowning	13. Betty said, "We can't play in the playhouse with a bee in it!" (BELL)	
Betty, Tom, Mother inside home by door	14. "Mother," said Tom, "I made a door in our playhouse today." "We have a door in our house, too," said Mother. "See, the door is in the wall." Where is the door? (BELL)	The door is in the wall.
Tom pointing to door	15. "The door in the playhouse doesn't have a thing like this," said Tom. "This is called a doorknob," said Mother. What is this called? You turn the doorknob and pull on it to open the door. What do you do to open the door? Point to the doorknob on <u>our</u> door. (BELL)	It's called a doorknob. You turn and pull on the doorknob to open the door. (POINT) Yes, this is called a doorknob.
Tom and Betty by window	16. "Tom made a window for our playhouse," said Betty. "We have windows in our house, too," said Mother. Where are the windows? (BELL)	The windows are in the walls.
Close up of Betty by window	17. "There is glass in this window," said Betty. "Why is there glass in the window?" "The glass keeps out the wind and cold," said Mother. (BELL)	

PROGRAM HOME ENVIRONMENT LANGUAGE 2 (1-10-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Sunshine streaming through window	18. "But walls do that," said Betty. "Why do we need glass?" (BELL)	The glass keeps out the wind and cold, but it lets the light in!
Betty looking outside	19. What else does the glass let you do? (BELL)	The glass window lets you look outside.
Window with bee outside	20. "And best of all," said Betty, "the glass keeps the bees out of the house!" (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM HOME ENVIRONMENT LANGUAGE 3 (1-11-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Children listen to taped dialogue and respond verbally.	Children will identify and describe the function of the roof, floor, door and window of a house.	roof bottom door glass top window floor walls doorknob side

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Betty and Tom standing in front of playhouse with Uncle John	1. One day Betty and Tom showed their playhouse to Uncle John. Betty said, "Our paper playhouse is falling apart. Will you build us a better one, Uncle John?" "OK!" said Uncle John. "I'll build you a new playhouse if you will help me." (BELL)	
Betty, Tom and Uncle John in yard near pile of old wood	2. "Where shall we start?" asked Tom. "Shall we start with the roof?" asked Betty. Let's start at the bottom," said Uncle John. What comes at the bottom of this house? (BELL)	No, they can't start with the roof. The floor is at the bottom of this house.
Uncle John building floor; Betty and Tom watching	3. "OK!" said Uncle John. "Let's build the floor first." What is Uncle John building? Is the floor at the top of the house? What is the floor? (BELL)	He is building a floor. No. The floor is the bottom of the house.
Floor finished; Uncle John standing up, Betty cold	4. "It's very windy and I'm getting cold!" said Betty. What should they build to keep the wind out of the house? What will the walls do? (BELL)	They should build walls. The walls will keep out the wind.

PROGRAM HOME ENVIRONMENT LANGUAGE 3 (1-11-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Uncle John building walls	5. Tom and Betty help Uncle John put up the sides of the house. What are the sides of the house called? (BELL)	The sides of the house are called walls.
House with three half-walls erected; Uncle John standing with board to fit into space; Tom looking up	6. "Do we want to put another board here?" asked Uncle John. "Why not," asked Uncle John. "Then we won't be able to get into the house!" said Tom and Betty together. What must Uncle John make so that they can walk in and out of the house? (BELL)	He must make a door so they can walk in and out of the house.
Uncle John making door	7. Uncle John made a door for the side of the house. What did Uncle John make? (BELL)	He made a door.
Uncle Joh, Betty, Tom standing by house; Uncle John holding doorknob	8. "How do we open the door, Uncle John?" asked Betty. "I'll put in this doorknob," said Uncle John. "Then you can turn the doorknob to open the door." How does a doorknob work? (BELL)	He put a doorknob on the door. You turn the doorknob to open the door.
Rain falling on Betty, Tom, Uncle John; Betty reaching for doorknob	9. "Oh!" cried Betty. "It's starting to rain. Let's go inside!" How will they get inside? How will they open the door? (BELL)	They will go inside through the door. They'll turn the doorknob to open the door.
Inside house, no roof; Betty, Tom, Uncle John looking up at rain	10. "Oh, oh!" said Tom. "I can still feel the rain." What did Uncle John forget? (BELL)	Uncle John forgot to make a roof!
Uncle John starting to build roof	11. Uncle John laughed and said, "I'll build you a roof." Where does the roof go? (BELL)	The roof goes on top of the house.

PROGRAM HOME ENVIRONMENT LANGUAGE 3 (1-11-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
House with roof; Tom and Betty inside; Uncle John outside, knocking on door	12. "Who is knocking on the door?" said Betty. "Tom is here..... It must be Uncle John! Come in, Uncle John." How will Uncle John get in? (BELL)	Uncle John will get in through the door.
Betty holding door open, Uncle John walking in	13. "I'm glad you came, Uncle John," said Betty. "I want to tell you that our playhouse is too dark inside. We can't see to play." "Well," said Uncle John, "I'll fix that! I'll make a window for your house. Then the sunshine can come in and it will be nice and light." Where will the sunshine come in? (BELL)	The sunshine will come in through the window.
Uncle John cutting out window	14. Will the window be in the floor?	No, the window won't be in the floor.
	Where will the window be? (BELL)	The window will be in the wall.
Dust and leaves blowing through window	15. "Oh!" cried Betty. "The wind is blowing in the dust and leaves from outside!" "Wait!" said Uncle John. "I'm not finished yet!" And do you know what Uncle John did? (BELL)	
Uncle John by window with glass	16. Uncle John put glass in the window. What did Uncle John put in the window? (BELL)	Uncle John put glass in the window.
Glass in window; all inside house	17. "There!" said Uncle John. "The glass will keep out the dust and leaves." What will keep out the dust and leaves? (BELL)	The glass will keep out the dust and leaves.

PROGRAM HOME ENVIRONMENT LANGUAGE 3 (1-11-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Sun shining through window, house light; Betty coloring, Tom watching	18. Will the glass keep out the light and the sunshine? Where is the glass? (BELL)	No, the sun will shine through the glass. The light will get in. The glass is in the window.
Tom and Betty looking outside	19. What else does the window glass let you do? (BELL)	It let us look outside, too.
Betty looking outside; mother approaching	20. Betty went to the window and looked outside. "Oh, Tom!" she cried. Guess what I see? What does Betty see? (BELL)	Betty sees her mother coming.
Mother, Tom and Betty leaving Uncle John near playhouse, waving	21. "It must be time for supper," said Tom. "Thank you for the nice playhouse, Uncle John." "Goodbye!" said Tom and Betty. (PUT MATERIALS AWAY)	

PROGRAM HOME ENVIRONMENT LANGUAGE 4 (1-11-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet and children respond verbally.	Children will identify and describe the functions of a doorknob, lock and key of a house.	lock key below doorknob

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Tom outside new playhouse; Betty coming out of open door, shocked	1. Betty and Tom went back to their new playhouse. "Tom," cried Betty, "my coloring book is gone." "We'd better tell Uncle John," said Tom. (BELL)	
Betty and Tom talking to Uncle John outside Uncle John's house	2. "Uncle John, my coloring book is gone," said Betty. "Oh," said Uncle John, "I forgot to put a lock on your door." What did Uncle John forget to put on their door? (BELL)	He forgot to put a lock on their door.
Tom, Betty, Uncle John standing in front of door; Uncle John pointing to lock	3. "Does <u>your</u> door have a lock, Uncle John?" asked Betty. "Yes," said Uncle John. "My lock is right here in the doorknob." Where is Uncle John's lock? (BELL)	Uncle John's lock is in the doorknob.
Close-up of doorknob showing lock	4. "See the lock?" said Uncle John. (POINT) "When I lock the door the doorknob won't turn, so the door won't open. I lock the door so strangers can't get in." How does Uncle John keep stranger out of the house? (BELL)	He locks the door.
Uncle John, key in hand, by door	5. What is in Uncle John's hand? (BELL)	A key. He uses a key to open the lock.

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PROGRAM HOME ENVIRONMENT LANGUAGE 4 (1-11-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Close-up of hand with key approaching lock	6. "I lock the door with a key. When I want to get in I use the key to open the lock." What does Uncle John use to open the lock? (BELL)	He uses a key to open the lock.
Tom, Betty, Uncle John by door, talking	7. "Does the doorknob in our playhouse have a lock, Uncle John?" asked Tom. "No," said Uncle John. "Many doorknobs do not have locks in them. Your doorknob does not have a lock." Do all doorknobs have locks? (BELL)	No, some doorknobs do not have locks in them.
Uncle John holding lock and key	8. "Here is a lock that we can put on your door," said Uncle John (POINT). "And here is a key." (POINT) (POINT TO LOCK) What is this? (POINT TO KEY) What is this? (BELL)	This is a lock. This is a key to open the lock.
Close-up of playhouse with lock affixed	9. "I put your lock on your door," said Uncle John. What did Uncle John put on the door? (BELL)	He put a lock on the door.
Uncle John holding key on string	10. "Here is the key to open your lock," said Uncle John. What will Tom and Betty use to open the lock? (BELL)	They'll use a key to open the lock.
Betty, Tom, Mother at door of their own house	11. "Mommy, Uncle John put a lock on the door of our playhouse," said Tom. "Do we have a lock on our door?" asked Betty. "Yes," said Mother. "Our lock is <u>below</u> the doorknob." Where is their lock? (BELL)	Their lock is <u>below</u> the doorknob.
Close-up of knob and lock	12. Here is our lock. (POINT) What is this? Do you know what we use to open the lock? (BELL)	This is a lock. We use a key to open the lock.

PROGRAM HOME ENVIRONMENT LANGUAGE 4 (1-11-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Close-up of doorknob, key in hand about to be inserted in lock	13. Here's the key that opens this lock. There are many kinds of locks and many kinds of keys. Why do you lock the door? What do you use to open a lock? (BELL)	You lock the door so strangers can't get in. You use a key to open the lock.
Betty and Tom talking	14. "Now we can lock our playhouse door," said Tom. "My coloring book will be safe," said Betty. (TURN OFF TAPE)	
	15. Is there a lock on the door to <u>this</u> room? (PUT MATERIALS AWAY) (WHEN TAKING CHILDREN BACK TO THEIR CLASSROOM, POINT OUT LOCKS ON DOORS)	

PROGRAM HOME ENVIRONMENT LANGUAGE 5 (1-12-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Children listen to taped dialogue and answer questions verbally.	Children will identify and describe different parts of a house.	floor, window, wall, roof, key, door, lock, light, glass

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Uncle John standing on floor	1. Look at this picture. Tell me, what is Uncle John standing on? (BELL)	Uncle John is standing on the floor.
Uncle John building walls	2. What part of the house is Uncle John building? (BELL)	Uncle John is building the walls.
Uncle John building roof	3. What is Uncle John putting on the top of the house? (BELL)	Uncle John is putting a roof on top of the house.
House with no door, Betty perplexed	4. What do Tom and Betty need to get into their playhouse? (BELL)	They need a door to get into their playhouse.
Uncle John making door	5. What is Uncle John making? (BELL)	Uncle John is making a door.
Uncle John putting on doorknob	6a. What is Uncle John putting on the door? b. What do we use the doorknob for? (BELL)	Uncle John is putting a doorknob on the door. We use the doorknob to open the door.
Uncle John putting lock on door	7. What is Uncle John putting on the playhouse door to keep strangers from getting in? (BELL)	Uncle John is putting a lock on the door.

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PROGRAM HOME ENVIRONMENT LANGUAGE 5 (1-12-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Uncle John holding key	8. What will Uncle John use to open the lock? (BELL)	Uncle John has a key to open the lock.
Uncle John making window	9. What is Uncle John making now? (BELL)	Uncle John is making a window.
Uncle John putting glass in window	10. What is Uncle John putting in the window? (BELL)	Uncle John is putting glass in the window.
Betty by open window, curtains blowing	11a. When the window is open, wind comes into the house. Will glass keep out the wind?	Yes, glass will keep out the wind.
	b. Will glass keep out the light? (BELL)	No, glass will not keep out the light.
Inside of house, sun shining through <u>closed</u> window	12. We put glass in the window to keep out the wind and rain. What comes into the house through the glass? (BELL)	The light and sunshine come in through the glass window.
	We'll hear more about Tom and Betty's playhouse another day.	
	(PUT MATERIALS AWAY)	

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PROGRAM HOME ENVIRONMENT LANGUAGE 6 (1-12-3b)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Student Booklets Marking pens	Children listen to taped instructions and mark in booklets.	Children will identify different parts of a house.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Here is your book.	
Door, <u>window</u>, roof	1. Mark the window. (BELL)	Remember, green means you got the answer. Red means look again.
Window, <u>knob</u>, door/no knob	2. Mark the doorknob. (BELL)	
<u>Wall</u>, lock, roof	3. Mark the wall (BELL)	
Window, <u>floor</u>, lock	4. Mark the floor. (BELL)	
<u>Roof</u>, knob, window	5. Mark the roof. (BELL)	
Knob, <u>door/no knob</u>, window	6. Mark the door. (BELL)	
Roof, door, <u>lock</u>	7. Mark the lock. (BELL)	
<u>Roof</u>, window, knob	8. Mark the top of the house. (BELL)	
Wall, lock, <u>knob</u>	9. Mark what you turn to open a door. (BELL)	
<u>Floor</u>, lock, wall	10. Mark what you stand on in a house. (BELL)	
Key, roof, <u>walls</u>	11. Mark the side of a house. (BELL)	
Roof, <u>key</u>, knob	12. Mark what you use to open a lock. (BELL)	
<u>Window</u>, roof, lock	13. Mark what lets the light into a house. (BELL)	
Window, wall, <u>lock</u>	14. Mark what keeps a door from opening. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM HOME ENVIRONMENT LANGUAGE 7 (2-04-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet. Children respond to taped dialogue.	Children will identify and label different parts of a house and different pieces of furniture.	real rug stove bed furniture couch refrigerator

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
		(HOLD UP BOOKLET) (BELL)	
Betty talking to mother	1.	"Mommy," said Betty, "our playhouse has all the same things that our real house does." (BELL)	
Real house, playhouse	2a.	Let's see if Betty is right. (POINT) Here's a picture of a real house and here's a picture of the playhouse. (POINT TO ROOF) Does the real house have a top?	Yes.
	b.	The top of a house is called the roof. What is the top called?	The top of a house is called the roof.
	c.	Does the playhouse have a roof?	Yes.
	d.	(POINT) TO SIDES) Does the real house have sides?	Yes.
	e.	The sides of a house are called walls. What are they called?	The sides of a house are called walls.
	f.	Does the playhouse have walls? (BELL)	Yes.
Inside of real house, inside of playhouse	3a.	Does the real house have something to stand on?	Yes.
	b.	(POINT TO FLOOR) What is it called?	The floor. We stand on the floor.
	c.	Does the playhouse have a floor? (BELL)	Yes.
Outside of real house, outside of playhouse	4a.	Does the real house have a way to go in and out?	Yes.
	b.	(POINT TO DOOR) What do we call the place we go in and out?	The door. We go in and out of the door.

PROGRAM HOME ENVIRONMENT LANGUAGE 7 (2-04-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	c. Does the playhouse have a door?	Yes.
	d. Does the real house have an opening to look outside?	Yes.
	e. (POINT TO WINDOW) What do we call the opening?	A window; we look outside through the window.
	f. Does the playhouse have a window? (BELL)	Yes.
Close-up of door of real house, close-up of door of playhouse	5a. Does the real house have a way to open the door?	Yes.
	b. (POINT TO DOORKNOB) We open the door by turning the doorknob. What is it called?	The doorknob. We open the door with the doorknob.
	c. Does the playhouse have a doorknob?	Yes.
	d. Does the real house have something on the door to keep people from coming in?	Yes.
	e. (POINT TO LOCK) The lock on the door keeps people from coming in. What is it called?	The lock. A lock keeps people from coming in.
	f. Does the playhouse have a lock? (BELL)	Yes.
Betty talking to mother in real house, empty playhouse	6. "You're right, Betty," said Mother. "Your playhouse does have the same parts as our real house. But we have furniture inside our real house. You don't have furniture in your playhouse. What is missing in the playhouse? (BELL)	Furniture.
Betty, Tom and Mother by table and chair	7a. "Well," said Betty, "we can't sit down to eat supper in our playhouse because we don't have a table or a chair." (POINT TO TABLE) What is this called?	This is a table; a table is furniture.
	b. (POINT TO CHAIR) What is this called? (BELL)	This is a chair; chairs are also furniture.

PROGRAM HOME ENVIRONMENT LANGUAGE 7 (2-04-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Betty, Tom, Mother by stove	8. "In our playhouse we need a stove to cook supper," said Tom. What do they need to cook supper in their playhouse? (BELL)	A stove. They need a stove to cook supper.
Betty, Tom, Mother by refrigerator	9. "Do you see a place where we put food to keep it cold? asked Mother. "The refrigerator," said Betty. "We don't have a refrigerator in our playhouse." Where do you put food to keep it cold? (BELL)	We put food in the refrigerator to keep it cold.
Betty, Tom, Mother by couch in living room	10. "We have a couch in our real house," said Mother. "Do you have one in your playhouse?" "No, we don't have a couch to sit on," said Tom. (POINT) What is this? (BELL)	This is a couch. A couch is furniture.
Betty pointing to rug	11. "And we don't have a rug to cover our playhouse floor," said Betty. What does a rug do? (BELL)	A rug covers the floor.
Two beds	12. "We don't have beds to sleep on in our playhouse, either," said Tom. What don't they have to sleep on in their playhouse? (BELL)	They don't have beds to sleep in.
Table, chair, couch, bed, stove, refrigerator	13a. (POINT TO TABLE) What is this called?	Table.
	b. (POINT TO CHAIR) What is this called?	Chair.
	c. (POINT TO STOVE) What is this called?	Stove.
	d. (POINT TO BED) What is this called?	Bed.
	e. (POINT TO COUCH) What is this called?	Couch.
	f. (POINT TO REFRIGERATOR) What is this called?	Refrigerator.
	g. There's a name for all of these things. We call them furniture. What do we call them? (BELL)	We call them furniture.
	14. Is there any furniture in this room? Tell me what you see.	
	(PUT MATERIALS AWAY)	

PROGRAM ANIMAL HOMES 1 (2-02-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and shows booklet to children. Children respond orally.	Children will identify animals and their homes (bird, squirrel, mouse).	homes, nest, house-trailer, twigs, feathers, grass, bushy, cozy, stores

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
		(HOLD UP BOOKLET) Hello, boys and girls. (BELL)	
Street scene with house, apartment house, trailer house	1.	(POINT) Here is a house. Some people live in houses. They call them <u>homes</u>. (POINT) Here is an apartment house. Some people live in apartments. They call them <u>homes</u>, too. (POINT) Here is a house-trailer. Some people live in house-trailers. They also call them <u>homes</u>. I live in a house. It's my home. Where do you live? (WAIT FOR RESPONSES.) (BELL)	Yes, people live in different kinds of homes.
House	2.	What do we call the place where we live? (BELL)	Home.
Different animal homes, tree	3.	Animals live in homes, too. All kinds of homes. Some animals build their own homes. (BELL)	
Tree	4.	Look at this tree. Some animals build their homes here. Where do some animals make their homes? (BELL)	In the tree.
Two birds flying around tree	5.	This is Mother Bird and Father Bird. They are looking for a safe place to build their home. A nest is the name of a bird's home. What is the name of a bird's home? (BELL)	A nest.

PROGRAM ANIMAL HOMES 1 (2-02-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Bird flying to tree with twig; partial nest in tree	6a. Mother bird is building her home. She builds her nest with twigs, grass and feathers. What does she use to build her home?	Twigs, grass and feathers.
	b. She carries the twigs, grass and feathers from the ground up to the tree. Then she builds her nest in the tree. Where does she build her home? (BELL)	In the tree.
Father bird flying to nest with string	7. Father bird is busy, too. He flies back and forth, back and forth. He brings pieces of string and mud to build a strong nest. What does he use to build a strong nest? (BELL)	He uses string and mud.
Two birds sitting on limb of tree, looking at nest	8. Here is the nest when it is finished. What is the name of the birds' home? (BELL)	It is called a nest.
Mother bird in nest, father bird sitting on limb next to nest	9. Now the two birds are resting in the tree. They worked very hard all day long to build their nest. They are tired but very proud of their nest. (BELL)	
Tree with hole; squirrel and acorns on ground	10a. Let's have another look at the tree. I know another animal who likes to live in a tree. It's a squirrel. (POINT) What is this animal?	A squirrel.
	b. He has a big bushy tail and eats nuts for food. The squirrel stores the nuts in his nest. Where does the squirrel keep his food? (BELL)	In his nest.
Squirrel crawling down tree trunk, peering into hole	11. The squirrel likes to find a hole in an old tree and make his home there. Where does he make his home? (BELL)	In a hole in the tree.

PROGRAM ANIMAL HOMES 1 (2-02-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Squirrel with acorn in mouth, going up tree trunk to hole; acorns on ground and in hole	12. The squirrel's nest is much bigger than a bird's nest. It can hold many nuts. (BELL)	
Tree with birds in nest; squirrel's head visible in hole	13a. When the weather gets very cold the squirrel will snuggle up in his nest and feel very warm. On cold days where does the squirrel go to keep warm?	To his nest. The nest is his home.
	b. Is the birds' nest bigger than the squirrel's nest? (BELL)	No, the squirrel's nest is bigger.
Mouse	14. Here is another little animal who makes his home in the tree. It is a field mouse. Where does this little mouse make his home? (BELL)	In the tree.
Mouse digging hole at bottom of tree	15. He digs a hole close to the bottom of the tree and builds his nest. His home is called a nest, too. What is the name of his home? (BELL)	It is a nest.
Mouse's head sticking out of hole; birds in nest; squirrel in hole	16. He likes his home under the tree where it is dark and warm and cozy. He feels safe in his warm nest. Is the mouse nest at the <u>top</u> of the tree? (BELL)	No, it is close to the <u>bottom</u> of the tree.
	(TURN OFF TAPE)	
Birds, squirrel, mouse in tree	17. <u>A</u>, name one animal who makes his nest in this tree. <u>B</u>, name another animal who makes his nest in this tree. <u>C</u>, name another animal who makes his nest in this tree. <u>D</u>, what are the houses of these animals called?	Nests. All these animals live in houses called nests.
	(PUT MATERIALS AWAY)	

PROGRAM ANIMAL HOMES 2 (2-03-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet to tape. Children respond orally.	Children will identify animals and their homes (beaver, duck, fish).	beaver, sticks, land, duck, nest water, plants, fish, rocks, sand

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Tree with squirrel, birds and mouse	1a. Remember the tree and all the animals who made their home in the tree? Tell me, what animals do you see? b. All these animals have their nests in the tree. Where do these animals have their nests? (BELL)	The birds, the squirrel and the mouse. In the tree.
Beaver	2a. Here is another little animal. It is called a beaver. What is it called? b. He lives on the land and in the water. Where does the beaver live? (BELL)	It is called a beaver. On the land and in the water.
Beaver building lodge with sticks and mud	3. Mr. Beaver builds his home with sticks and mud. What does the beaver use to build his home? (BELL)	The beaver uses sticks and mud.
Beaver's lodge	4a. Look at his home. Part of his home is built in the water. Part of his home is built where? b. Part of the house is built out of the water. Where is it built? c. The door to his home is under the water. Where is the door to his home? (BELL)	In the water. Out of the water. The door is under the water.

PROGRAM ANIMAL HOMES 2 (2-03-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Beaver sleeping	5a. The beaver's home has two floors. He sleeps upstairs out of the water. Where does the beaver sleep?	Upstairs, out of the water.
	b. After a hard day's work, Mr. Beaver sleeps in a bed made of soft grass. What is his bed made of? (BELL)	It is made of soft grass.
Duck	6. Look at this picture. Does anyone know what this is? (BELL)	It is a duck.
Duck swimming	7a. He walks funny, but he is a very good swimmer. The duck loves to swim. What does the duck love to do?	The duck loves to swim.
	b. Ducks can live on the land on the on the water. Where can the duck live? (BELL)	On the land and on the water.
Duck by nest in bushes	8. The duck's home is called a nest. He builds his nest close to the water so he doesn't have to walk too far for his daily swim. Where does he build his nest? (BELL)	Close to the water.
Fish	9. Here is another animal. Does anyone know the name of this animal? (BELL)	It is a fish.
One large fish, one long thin fish, one short fish	10a. Fish live in the water. Where do fish live?	Fish live in the water.
	b. They make their home in the water. Where is their home?	In the water.
	c. There are all kinds of fish: large fish, small fish, fat fish and skinny fish, short and long fish. Are there many kinds of fish?	Yes, there are many different kinds of fish.
	d. They swim in the water all day long. What do they do all day? (BELL)	They swim in the water.

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PROGRAM ANIMAL HOMES 2 (2-03-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Fish sleeping along side of rock	11. Some fish go to sleep close to rocks in the water. Point to the fish near the rocks. (BELL)	
Fish among water plants	12. Other fish hide in waterplants. Point to the fish hiding in the plants. (BELL)	
Catfish sleeping on bottom in sand	13a. Some fish sleep along the bottom on the sand. Point to the fish laying on the sand.	
	b. Fish live in the water. They cannot live out of water. Can fish live on the land?	No.
	c. What is their home? (BELL)	The water.
Lake with tree in foreground; fish in water; bird, squirrel and mouse in tree; beaver swimming; beaver on land; duck swimming; duck on land	14a. What animals do you see that make their homes in trees?	The bird, the squirrel and the mouse live in the tree.
	b. What animal do you see that builds his nest close to the water?	The duck builds his home close to the water.
	c. Now, what animal builds his home in the water?	The beaver builds his home in the water.
	d. What animal do you see that cannot live out of water? (BELL)	The fish cannot live out of water.
	(PUT MATERIALS AWAY)	

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PROGRAM ANIMAL HOMES 3 (2-04-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet. Children respond orally.	Children will identify and label animals and their homes.	snake coil holes caves sunshine winter

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Birds carrying twigs and string to nest in tree	1. Mother bird and father bird carry twigs and string to build their home. Where do they build their home? (BELL)	Birds build their homes in trees.
Close-up of birds sitting on edge of nest	2. Here are the birds in their home. What is the name of the birds' home? (BELL)	The birds' home is called a nest.
Squirrel near his nest nibbling on nut; some nuts in nest	3a. This little animal also builds his nest in the tree. What is the name of this animal? b. What food does the squirrel like to eat? (BELL)	This animal is a squirrel. The squirrel likes to eat nuts.
Close-up of nest, squirrel up in tree	4. Where does the squirrel keep his food? (BELL)	The squirrel keeps nuts in his nest.
Small hole at bottom of tree; mouse near hole	5. Here is a little field mouse. Where does the mouse build his home? (BELL)	He digs his home at the bottom of the tree.
Close-up of mouse peeking out of hole	6. What do we call the mouse's home? (BELL)	The home of a mouse is called a nest, too.
Beaver working near his nest (water scene)	7. Mr. Beaver builds his own home. Where does he build his nest? He builds part of his nest under the water and part above the water (POINT). (BELL)	He builds his nest in the water.

PROGRAM ANIMAL HOMES 3 (2-04-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Close-up of beaver sleeping in nest	8. In what part of the nest does the beaver sleep? (BELL)	The beaver sleeps in the part that is above water.
Duck near edge of water, bushes in background	9. Ducks have to swim in the water, but they also like to walk on land. Where does the duck build his home? (BELL)	He builds his home in the bushes near the water.
Duck close to nest	10. What is the name of the duck's home? (BELL)	The duck's home is called a nest.
Close-up of fish swimming in water	11a. What is this animal? b. Where does the fish live? (BELL)	This animal is a fish. Fish live in the water.
Fish under rocks, under plants, laying on sand	12. Some fish live among the plants. (POINT) Where do the other fish live? (BELL)	Some like to lie on the bottom and some like to live near the rocks.
Snake coiled on small rock; sun shining	13a. Here is a snake warming himself in the sunshine. What is the name of this animal? b. The snake doesn't build his home. On warm days he likes to coil up and sleep in the sunshine. What keeps the snake warm? (BELL)	This animal is a snake. The sun keeps him warm.
Snake peering out of hole in ground; rocks and tree trunk in background	14. When the sun is gone, the snake gets cold and he looks for a home. Many snakes make their homes in holes in the ground. (POINT) Where is this snake making his home? (BELL)	He is making his home in a hole in the ground.

PROGRAM ANIMAL HOMES 3 (2-04-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Bear standing (full view)	15a. This is a bear. What is the name of this animal? b. (POINT) Bears make their homes in caves. What do you call a bear's home? (BELL)	This animal is a bear. A cave.
Bear sleeping in cave	16a. Bears sleep all winter long. The bear needs a warm, quiet home where he can sleep all winter. What does he use for his home? b. What does the bear do all winter? (BELL)	He uses a cave for his home. The bear sleeps in his cave all winter long.
	(PUT MATERIALS AWAY)	

PROGRAM ANIMAL HOMES 4 (2-05-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Children listen to taped instructions and mark booklets.	Children will identify animals and their homes.	home nest cave

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
Boy Cave, squirrel's nest, <u>house</u>	1. Here is Johnny (POINT). Johnny is lost. He wants to find his home. Point to Johnny's home. Now, you mark Johnny's home. (BELL)	
Bird <u>Bird's nest</u>, mouse's nest, hole in ground	2. Here are some more animals who have lost their way. Look at the pictures and help the animal find his home. Here is a little bird who is lost. Point to his home. What is it called? Mark the bird's home. (BELL)	A nest.
Squirrel Cave, <u>squirrel's nest</u>, hole in ground	3. Where is the squirrel's home? Point to it. What is it called? Mark the squirrel's home. (BELL)	A squirrel's home is called a nest, too.
Beaver Bird's nest, squirrel's nest, <u>beaver's home</u>	4. Where is the beaver's home? Point to it. What is it called? (BELL)	And a beaver's home is called a nest.
Bear <u>Cave</u>, mouse's nest, water	5. The bear is looking for his home. What is his home called? Mark the bear's home. (BELL)	A cave.

PROGRAM ANIMAL HOMES 4 (2-05-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Fish Bird's nest, mouse's nest, <u>water</u> Snake <u>Hole in ground</u>, beaver's home, duck nest next to water Mouse Beaver's home, <u>mouse's nest</u>, water Duck Beaver's home, squirrel's nest, <u>duck nest next to water</u>	6. This fish is lost, too. Mark the fish's home. (BELL) 7. The snake wants to find his home. Mark the snake's home. (BELL) 8. This little field mouse wants to go home. Mark the mouse's home. (BELL) 9. Here is a duck. He wants to get home, too. Mark the duck's home. (BELL) (PUT MATERIALS AWAY)	

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PROGRAM LETTER RECOGNITION 1: ALPHABET SONG (2-02-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Alphabet boards for Teacher and children	Teacher demonstrates to tape.	Children will repeat lower case letters of the alphabet in alphabet song.	alphabet letters abc's

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Hello. I'm the alphabet lady and letters are my friends. I'll sing the alphabet song and your teacher will point to each letter.	
a through z	1. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z. Now I've said my abc's. I can say them! Good for me!	
a through g	2. (HAND OUT ALPHABET BOARDS) Here are some of the letters for you. You point to each letter and say it after me. (POINT) a-b-c-d-e-f-g. Now, let's all sing the letters. Remember, point to each letter.	
	3. (POINT) a-b-c-d-e-f-g. That was fun.	
h through p	4. Let's say some more letters. Point to each letter and say it after me. Ready? (POINT) h-i-j-k-l-m-n-o-p.	
	5. Now, let's sing the letters. Remember, point to each letter. (POINT) h-i-j-k-l-m-n-o-p.	
a through p	6. Now let's put all the letters together. Point to each letter and say it after me. Remember, point to each letter. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p. That was fun!	

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PROGRAM LETTER RECOGNITION 1: ALPHABET SONG (2-02-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	7. Now, let's sing the letters. Remember, point to each letter. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p.	
q through v	8. Let's say more letters. You point to each letter and say it after me. Ready? (POINT) q-r-s-t-u-v.	
	9. Now let's put all the letters together and say them from the beginning. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v.	
	10. Now, let's sing the letters. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v.	
w through z	11. Let's say the last letters of the alphabet. Point to each letter and say it after me. (POINT) w-x-y-z.	
	12. Again. (POINT) w-x-y-z.	
a through z	13. Now we are ready to say the whole alphabet at one time. Put all the letters together (DEMONSTRATE). Now point to each letter and say if after me. (POINT) a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z.	
	14. Now, we can sing the alphabet song. a-b-c-d-e-f-g-h-i-j-k-l-m-n-o-p-q-r-s-t-u-v-w-x-y-z. Now I've said my abc's. I can say them! Good for me!	
	(PUT MATERIALS AWAY)	

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PROGRAM LETTER RECOGNITION 2: a-j (2-02-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark booklets.	Children will identify and name lower case letters of the alphabet (a-j).	alphabet abc's letter top bottom

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark letters. (BELL)	
a a b c	1. Point to the letter "a" on top of the page. Point to the letter "a" on the bottom. Mark it with your pen. (BELL)	Green means you found the letter "a".
b a b c	2. Point to letter "b" on top. Point to letter "b" on the bottom. Mark letter "b" on the bottom. (BELL)	Did it turn green?
c a b c	3. Point to letter "c" on top. Point to letter "c" on the bottom. Mark letter "c". (BELL)	
d c d e	4. Point to the letter "d" on top. What letter is on top? Mark letter "d" on the bottom. (BELL)	The letter "d".
e d e f	5. The letter "e" is on top. Say "e". Mark letter "e" on the bottom. (BELL)	"e".

PROGRAM LETTER RECOGNITION 2: a-j (2-02-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
f f g h	6. The letter "f" is on top. Say "f". Mark letter "f" on the bottom. (BELL)	"f".
g h i g	7. The letter "g" is on top. Say "g". Mark letter "g" on the bottom. (BELL)	"g".
h g h i	8. The letter "h" is on top. Say "h". Mark letter "h" on the bottom. (BELL)	"h".
i i j k	9. The letter "i" is on top. Say "i". Mark letter "i" on the bottom. (BELL)	"i".
j h i j	10. The letter "j" is on top. Say "j". Mark letter "j" on the bottom. (BELL)	"j".
	(PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 3: d-o (2-02-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify and label lower case letters of the alphabet (d-o). (Review of d-j; new letters k-o)	alphabet abc's letter

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark letters again. First let's find the letters we learned last time. (BELL)	
d c d e	1. Point to the letter "d" on top of the page. Say "d". Point to the letter "d" on the bottom. Mark it with your pen. (BELL)	"d". Green means you found the letter "d".
e d e f	2. Point to the letter "e" on top. Say "e". Mark the letter "e" on the bottom. (BELL)	"e". Green means you found the letter "e".
f d e f	3. Point to the letter "f" on top. Say "f". Mark the letter "f" on the bottom. (BELL)	"f".
g g h i	4. The letter "g" is on top. Say "g". Mark the letter "g" on the bottom. (BELL)	"g".
h g h i	5. The letter "h" is on top. Say "h". Mark the letter "h" on the bottom. (BELL)	"h".

PROGRAM LETTER RECOGNITION 3: d-o (2-02-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
i i j k	6. The letter "i" is on top. Say "i". Mark the letter "i" on the bottom. (BELL)	"i".
j i i k	7. The letter "j" is on top. Say "j". Mark the letter "j" on the bottom. (BELL)	"j".
k j k l	8. Now let's learn some more letters. The letter "k" is on top. Say "k". Mark the letter "k" on the bottom. (BELL)	"k".
l j k l	9. The letter "l" is on top. Say "l". Mark the letter "l" on the bottom. (BELL)	"l".
m k l m	10. The letter "m" is on top. Say "m". Mark the letter "m" on the bottom. (BELL)	"m".
n n o p	11. The letter "n" is on top. Say "n". Mark the letter "n" on the bottom. (BELL)	"n".
o n o p	12. The letter "o" is on top. Say "o". Mark the letter "o" on the bottom. (BELL) (PUT MATERIALS AWAY)	"o".

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PROGRAM LETTER RECOGNITION 4: ALPHABET CARD GAME a-o (2-02-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
30 Alphabet cards: 3 sets of a-o 1 set for Teacher; 6 cards to each of 5 children	Teacher asks for a card, children respond by raising hand and saying, "I have letter ___."	Children will identify and label lower case letters of the alphabet.	alphabet abc's letter

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Alphabet Cards	1. Today we are going to play a card game. Here are some some cards for each of you. (HAND OUT THREE CARDS TO EACH CHILD. KEEP OTHER SET OF a-o TO USE AS PROMPTS.) Hold them in front of you so no one can see.	
Letter "a"	2. Now I am going to show you what card I am looking for. (HOLD UP "a" AND SAY) I am looking for a card with the the letter "a". If you have a card like mine, give it to me. The first one to get rid of all his cards wins the game. Look at your cards and see if you have the letter "a". If you do, hold it up. Now you have to say, "I have the letter "a". Then give your card to me. (TAKE CARD FROM CHILD.)	(IF CORRECT, SAY, "YES, YOU HAVE THE LETTER "a". IF INCORRECT, SAY, "THAT'S NOT THE LETTER "a". LOOK AGAIN AND SEE WHO HAS THE LETTER "a".
Letter "d"	3. (HOLD UP "d") Now I am looking for the letter "d". If you have the letter "d", hold it up. Now you say, "I have the letter "d". Give your card to me.	Yes, you have the letter "d".
Letter ___	4. (HOLD UP "__") I want the letter ___. If you have this card, you know what to do. What do you say? (IF CHILD GIVES CORRECT ANSWER TAKE HIS CARD. CONTINUE GAME UNTIL ALL ALPHABET CARDS ARE COLLECTED. FIRST CHILD TO GET RID OF ALL CARDS IS WINNER. REPEAT GAME IF TIME WARRANTS) (PUT MATERIALS AWAY)	Yes, you have the letter ___.

PROGRAM LETTER RECOGNITION 5: f-t (2-03-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Children name letters and mark in booklets.	Children will identify and name lower case letters of the alphabet (f-t).	alphabet abc's letter

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Today we are going to mark letters again. (BELL)	
f d e <u>f</u>	1. The letter is "f" on top. Say "f". Now, find the letter "f" on the bottom and mark it. (BELL)	"f". Green means you found the letter "f". Red means look again.
g <u>g</u> h i	2. The letter "g" is on top. Say "g". Find the letter "g" on the bottom and mark it. (BELL)	"g". Green means you found the letter "g".
h g <u>h</u> i	3. The letter "h" is on top. Say "h". Find the letter "h" on the bottom and mark it. (BELL)	"h".
i <u>i</u> j k	4. The letter "i" is on top. Say "i". Find the letter "i" on the bottom and mark it. (BELL)	"i".
j i <u>j</u> k	5. The letter "j" is on top. Say "j". Find the letter "j" on the bottom and mark it. (BELL)	"j".
k j <u>k</u> l	6. The letter "k" is on top. Say "k". Mark the letter "k" on the bottom. (BELL)	"k".

PROGRAM LETTER RECOGNITION 5: f-t (2-03-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
j k l	7. The letter "l" is on top. Say "l". Mark the letter "l" on the bottom. (BELL)	"l".
k l m	8. The letter "m" is on top. Say "m". Mark the letter "m" on the bottom. (BELL)	"m".
n o p	9. The letter "n" is on top. Say "n". Mark the letter "n" on the bottom. (BELL)	"n".
n o p	10. The letter "o" is on top. Say "o". Mark the letter "o" on the bottom. (BELL)	"o".
n o p	11. The letter "p" is on top. Say "p". Mark the letter "p" on the bottom. (BELL)	"p".
q r s	12. The letter "q" is on top. Say "q". Mark the letter "q" on the bottom. (BELL)	"q".
q r s	13. The letter "r" is on top. Say "r". Mark the letter "r" on the bottom. (BELL)	"r".
r s t	14. The letter "s" is on top. Say "s". Mark the letter "s" on the bottom. (BELL)	"s".
t u v	15. The letter "t" is on top. Say "t". Mark the letter "t" on the bottom. (BELL) (PUT MATERIALS AWAY)	"t".

PROGRAM LETTER RECOGNITION 6: 1-z (2-03-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children name letters and mark in booklets.	Children will identify and name the lower case letters of the alphabet (1-z).	alphabet abc's letter

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark letters again. (BELL)	
1 j k <u>l</u>	1. (POINT) The letter "1" is on top. Say "1". Mark the letter "1" on the bottom. (BELL)	"1".
m k l <u>m</u>	2. The letter "m" is on the top. Say "m". Mark the letter "m" on the bottom. (BELL)	"m".
n <u>n</u> o p	3. The letter "n" is on top. Say "n". Mark the letter "n" on the bottom. (BELL)	"n".
o n <u>o</u> p	4. The letter "o" is on top. Say "o". Mark the letter "o" on the bottom. (BELL)	"o".
p o <u>p</u> q	5. The letter "p" is on top. Say "p". Mark the letter "p" on the bottom. (BELL)	"p".
q p <u>q</u> r	6. The letter "q" is on top. Say "q". Mark the letter "q" on the bottom. (BELL)	"q".

PROGRAM LETTER RECOGNITION 6: 1-z (2-03-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
r p q <u>r</u>	7. The letter "r" is on top. Say "r". Mark the letter "r" on the bottom. (BELL)	"r".
s <u>s</u> t u	8. The letter "s" is on top. Say "s". Mark the letter "s" on the bottom. (BELL)	"s".
t r s <u>t</u>	9. The letter "t" is on top. Say "t". Mark the letter "t" on the bottom. (BELL)	"t".
u <u>u</u> v w	10. The letter "u" is on top. Say "u". Mark the letter "u" on the bottom. (BELL)	"u".
v u <u>v</u> w	11. The letter "v" is on top. Say "v". Mark the letter "v" on the bottom. (BELL)	"v".
w <u>w</u> x y	12. The letter "w" is on top. Say "w". Mark the letter "w" on the bottom. (BELL)	"w".
x v w <u>x</u>	13. The letter "x" is on top. Say "x". Mark the letter "x" on the bottom. (BELL)	"x".
y w x <u>y</u>	14. The letter "y" is on top. Say "y". Mark the letter "y" on the bottom. (BELL)	"y".
z <u>z</u> a b	15. The letter "z" is on top. Say "z". Mark the letter "z" on the bottom. (BELL) (PUT MATERIALS AWAY)	"z".

PROGRAM LETTER RECOGNITION 7: ALPHABET CARD GAME a-z (2-03-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
2 sets of Alphabet cards a-z	Teacher asks for a card, children respond by raising hand and saying, "I have letter __."	Children will identify and label the lower case letters of the alphabet.	alphabet abc's letter

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Pile of cards	1. Today we are going to play a card game. (HAND OUT ALL CARDS OF ONE SET. KEEP OTHER SET OF a-z CARDS TO USE AS PROMPTS.) Here are some cards for each of you. Hold them in front of you so no one can see.	
Letter "a"	2. Now I am going to show you what card I am looking for. (HOLD UP "a" AND SAY) I am looking for a card with the letter "a". If you have the card like mine, you give it to me. The first one to get rid of all his cards wins the game. Look at your cards and see if you have the letter "a". If you do, hold it up. Now you have to say, "I have the letter 'a'". Then give your card to me. (TAKE CARD FROM CHILD)	(IF CORRECT, SAY, "YES, YOU HAVE THE LETTER "a". IF INCORRECT, SAY, "THAT'S NOT THE LETTER "a". LOOK AGAIN AND SEE WHO HAS THE LETTER "a".)
Letter "d"	3. (HOLD UP "d") Now I am looking for the letter "d". If you have the letter "d", hold it up. Now you say, I have the letter "d". Give your card to me.	
Letter "s"	4. (HOLD UP "s") I want the letter "s". If you have this card, you know what to do. What do you say? (IF CHILD GIVES CORRECT ANSWER, TAKE HIS CARD)	Yes, you have the letter "s".
	(CONTINUE GAME UNTIL ALL ALPHABET CARDS ARE COLLECTED. FIRST CHILD TO GET RID OF ALL OF HIS CARDS IS THE WINNER. REPEAT GAME IF TIME WARRANTS.)	
	(PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 8: SPELLING "to" (2-04-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher demonstrates to tape. Children mark in booklets.	Children will discriminate and identify two letters by name: t, o. Children will spell and say the word "to" with teacher.	to shape

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO COLOR FEEDBACK)	(HAND OUT BOOKLETS) Today we will learn something more about our letters. (BELL)	
o	1a. All letters have their own name and their own shape. This letter is "o". Say "o". It has its own shape. Watch me find the shape of the letter "o". (DEMONSTRATE) I start at the top and trace the shape with my finger like this.	"o".
	b. Now you follow the shape with your finger and say the name of the letter.	"o".
	c. Again. Follow the shape and say the letter. (BELL)	"o".
t	2a. Here is another letter. The name of this letter is "t". Say "t". "t" is a letter and it has its own shape. Watch me find the shape of the letter "t". (DEMONSTRATE) I start at the top and I trace the shape with my finger down and then across the letter like this.	"t".
	b. Now, you follow the shape with your finger and say the name of the letter.	"t".
	c. Again. Follow the shape and say the letter. (BELL)	"t".
o t	3a. (POINT TO "o") What is this letter? b. (POINT TO "t") What is this letter? (BELL)	"o". "t".

PROGRAM LETTER RECOGNITION 8: SPELLING "to" (2-04-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
t o	4a. (POINT TO "t") What is this letter?	"t".
	b. (POINT TO "o") What is this letter?	"o".
	(BELL)	
(CHEMICAL FEEDBACK IN CORRECT LETTER ONLY)	(HAND OUT PENS) Here is a pen.	
t	5a. What letter is on this page?	The letter is "t".
	b. Trace the shape of "t" with your pen and say its name.	"t".
	(BELL)	
o	6a. What is the name of this letter?	The letter is "o".
	b. Trace the shape of "o" with your pen and say its name.	"o".
	(BELL)	
o t	7. Trace the "o".	
	(BELL)	
o t	8. Trace the "t".	
	(BELL)	
t o	9. Trace "t".	
	(BELL)	
t o	10. Trace "o".	
	(BELL)	
(NO CHEMICAL FEEDBACK)		
to	11. The two letters you have learned can be put together to build a word. (POINT) t-o spells "to". Say "to".	"to".
	Let's spell and say the word together. t-o. "to".	"to".
	What is the word?	
	Who can tell me what we've learned today?	We've learned to spell the word "to".
	(BELL)	
	(PUT MATERIALS AWAY)	

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PROGRAM LETTER RECOGNITION 9: SPELLING "pot", "top" (2-04-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher, Student Booklets (T. BOOKLET HAS EXTRA PAGES A, B, C, D, E) Marking pens Tape	Teacher demonstrates to tape. Children mark booklets.	Children will identify three letters "t", "o", "p", and will spell and say the words "top" and "pot".	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO CHEMICAL FEEDBACK)	(HOLD UP TEACHER BOOKLET) (BELL)	
t o	A. Last time we learned the name and shape of two letters. (POINT TO "t") Tell me the name of this letter. (POINT TO "o") Tell me the name of this letter. (BELL)	This letter is "t". This letter is "o".
to	B. Remember how we put the letters together to build a word? Let's spell the word and say it. t-o, "to". What is the word? (BELL)	"to".
p	C. Let's learn another letter so we can learn how to build more words. The name of this letter is "p". Say "p". "p" is a letter and it has its own shape. Watch me find the shape of "p". (DEMONSTRATE) I trace the letter with my finger like this. (BELL)	"p".
	(HAND OUT BOOKLETS) Turn to the first page.	
p	1a. What is the name of this letter?	"p".
	b. You trace the shape of "p" with your finger and say the name of the letter.	"p".
	c. Again. Trace and say the name of the letter. (BELL)	"p".

PROGRAM LETTER RECOGNITION 9: SPELLING "pot", "top" (2-04-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
p t o	2a. (POINT TO "p") What is this letter?	"p".
	b. (POINT TO "o") What is this letter?	"o".
	c. (POINT TO "t") What is this letter?	"t".
	(BELL)	
(FEEDBACK IN LETTERS)	(HAND OUT PENS)	
p	3a. What letter is on this page?	"p".
	b. Trace the shape of "p" with your pen and say its name.	"p".
	(BELL)	
p t o	4. Trace the "t".	
	(BELL)	
t o p	5. Trace the "o".	
	(BELL)	
p o t	6. Trace the "p".	
(NO CHEMICAL FEEDBACK)	(HOLD UP TEACHER BOOKLET)	
pot	D. The letters we have learned can be put together to make words. Here is the word "pot". Let's spell and read the word: (POINT) p-o-t spells "pot". Say "pot". What is this word? Spell it with me: p-o-t. Read it. (TURN PAGE)	"pot". "pot". "pot".
top	E. These same three letters can be put together in another way to spell the word "top". t-o-p spells "top". Say "top". What is this word? Spell it: t-o-p. Read it. (BELL)	"top". "top". "top".
CHEMICAL FEEDBACK - DOTS)	7a. What is the letter on top?	The letter is "t".
t	b. Say "t".	"t".
pat fop lad	c. Find the word that has a "t" in it and mark it. (BELL)	

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PROGRAM LETTER RECOGNITION 9: SPELLING "pot", "top" (2-04-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
o til lap <u>cot</u>	8a. What is the letter on top? b. Say "o". c. Find the word that has an "o" and mark it. (BELL)	The letter is "o". "o".
p nab <u>pin</u> fad	9a. What is the letter on top? b. Say "p". c. Find the word that has a "p" and mark it. (BELL)	The letter is "p". "p".
t bat win <u>top</u>	10a. What is the letter on top? b. You are going to do something a little different. Listen. Let's find a word that begins with "t". (POINT TO "bat") Look at this word. Does it <u>begin</u> with "t"? c. (POINT TO "win") Look at this word. Does it begin with "t"? d. (POINT TO "top") Look at this word. Does it begin with "t"? Mark the word that begins with "t". (BELL)	"t". No. No. Yes.
o elm <u>pot</u> ado	11a. What letter is on top? b. Mark the word that has "o" in the middle of it. (BELL)	"o".
p <u>lap</u> two pin	12a. What letter is on top? b. Mark the word that ends with "p". (BELL)	"p".
t tip <u>ate</u> old	13a. What letter is on top? b. Mark the word that has a "t" in the middle. (BELL)	"t".
p dop ten <u>pet</u>	14a. What's the letter on top? b. Mark the word that begins with "p". (BELL) (PUT MATERIALS AWAY)	"p".

PROGRAM LETTER RECOGNITION 10: a-m (2-05-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Children name letters and mark in booklets.	Children will name and identify lower case letters of the alphabet.	alphabet abc's letter word

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Today we are going to mark letters. (BELL)	
Apple a b c	1. Point to the apple. The word apple starts with the letter "a". Say "a". Now, find the letter "a" and mark it. (BELL)	Green means you found the letter "a".
Bear b c d	2. Point to the bear. The word "bear" starts with the letter "b". Say "b". Find the letter "b" and mark it. (BELL)	Green means you found the letter "b".
Cat b c d	3. Look at the cat. "Cat" starts with the letter "c". Say "c". Find the letter "c" and mark it. (BELL)	
Dog b c d	4. Look at the dog. "Dog" starts with the letter "d". Say "d". Find the letter "d" and mark it. (BELL)	
Elephant d e f	5. Look at the "e". "Elephant" starts with the letter "e". Say "e". Find the letter "e" and mark it. (BELL)	

PROGRAM LETTER RECOGNITION 10: a-m (2-05-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Fish d e <u>f</u>	6. Look at the fish. "Fish starts with the letter "f". Say "f". Mark the letter "f". (BELL)	
Giraffe f <u>g</u> h	7. Look at the giraffe. "Giraffe" starts with the letter "g". Say "g". Mark the letter "g". (BELL)	
House <u>h</u> i j	8. Look at the house. "House" starts with the letter "h". Say "h". Mark the letter "h". (BELL)	
Ice cream cone h <u>i</u> j	9. Look at the ice cream cone. "Ice"starts with the letter "i". Say "i". Mark the letter "i". (BELL)	
Jacket <u>j</u> k l	10. Look at the jacket. "Jacket" starts with the letter "j". Say "j". Mark the letter "j". (BELL)	
Key i j <u>k</u>	11. Look at the key. "Key" starts with the letter "k". Say "k". Mark the letter "k". (BELL)	
Lock k <u>l</u> m	12. Look at the lock. "Lock" starts with the letter "1". Say "1". Mark the letter "1". (BELL)	
Man k l <u>m</u>	13. Look at the man. "Man" starts with the letter "m". Say "m". Mark the letter "m". (BELL)	
	(PUT MATERIALS AWAY)	

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PROGRAM LETTER RECOGNITION 11: n-z (2-05-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children name letters and mark in booklets.	Children will name and identify lower case letters of the alphabet.	alphabet abc's letter word

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) We are going to mark letters today. (BELL)	
Nest m n o	1. Point to the nest. The word "nest" starts with the letter "n". Say "n". Now, find the letter "n" and mark it. (BELL)	Green means you found the letter "n".
Owl m n o	2. Point to the owl. The word "owl" starts with the letter "o". Say "o". Find the letter "o" and mark it. (BELL)	
Pants p q r	3. Look at the pants. "Pants" starts with the letter "p". Say "p". Find the letter "p" and mark it. (BELL)	
Queen p q r	4. Look at the queen. "Queen" starts with the letter "q". Say "q". Find the letter "q" and mark it. (BELL)	
Rabbit r s t	5. Look at the rabbit. "Rabbit" starts with the letter "r". Say "r". Mark the letter "r". (BELL)	
Snake s t u	6. Look at the snake. "Snake" starts with the letter "s". Say "s". Mark the letter "s". (BELL)	

PROGRAM LETTER RECOGNITION 11: n-z (2-05-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Train r s t	7. Look at the train. "Train"starts with the letter "t". Say "t". Mark the letter "t". (BELL)	
Umbrella t u v	8. Look at the umbrella. "Umbrella" starts with the letter "u". Say "u". Mark the letter "u". (BELL)	
Violin u v w	9. Look at the violin. "Violin" starts with the letter "v". Say "v". Mark the letter "v". (BELL)	
Wagon w x y	10. Look at the wagon. "Wagon" starts with the letter "w". Say "w". Mark the letter "w". (BELL)	
Xylophone v w x	11. Look at the xylophone. "Xylophone" starts with the letter "x". Say "x". Mark the letter "x". (BELL)	
Yarn x y z	12. Look at the yarn. "Yarn" starts with the letter "y". Say "y". Mark the letter "y". (BELL)	
Zebra z x a	13. Look at the zebra. "Zebra" starts with the letter "z". Say "z". Mark the letter "z". (BELL) (PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 12: SPELLING "s", "n" (2-06-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher demonstrates and children mark in booklets. (MAKE SURE CHILDREN CAN SEE WHAT YOU ARE DOING. POINT TO EACH LETTER AS YOU SPELL WORDS.)	Children will identify the letters "s" and "n".	build words, to, top, stop, not, tot, pot

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO CHEMICAL FEEDBACK)	(HAND OUT BOOKLETS) Today we will learn more about letters. Remember, all the letters have their own name and shape. (BELL)	
s	1a. (POINT) This letter has its own name and its own shape. This letter is "s". Say "s". (DEMONSTRATE) Watch me find the shape of the letter "s".	"s".
	b. Now you follow the shape with your finger and say the name of the letter.	"s".
	c. Again. Follow the shape (DEMONSTRATE) and say the letter.	"s".
	d. What is this letter? (BELL)	"s".
n	2a. (POINT) Here is another letter. The name of this letter is "n". Say "n". "n" is a letter and it has its own shape. Watch me find the shape of the letter "n" (DEMONSTRATE).	"n".
	b. Now you follow the shape with your finger and say the name of the letter.	"n".
	c. Again. Follow the shape (DEMONSTRATE) and say the letter.	"n".
	d. What is this letter? (BELL)	"n".

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PROGRAM LETTER RECOGNITION 12: SPELLING "s", "n" (2-06-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
s n	3a. (POINT TO "s") What is this letter called? b. (POINT TO "n") What is this letter called? (BELL)	"s". "n".
n s	4a. (POINT TO "n") What is this letter called? b. (POINT TO "s") What is this letter called? (BELL)	"n". "s".
(CHEMICAL FEEDBACK IN LETTERS)	(HAND OUT MARKING PENS) Here is a pen.	
s	5a. What letter is on this page? b. Trace the shape of "s" with your pen and say its name. (BELL)	The letter is "s". "s".
n	6a. What is the name of this letter? b. Trace the shape of "n" with your pen and say its name. (BELL)	The letter is "n". "n".
s n	7. (POINT) Trace the "s". (BELL)	
s n	8. (POINT) Trace the "n". (BELL)	
(NO CHEMICAL FEEDBACK)		
t	9. What is the name of this letter? (BELL)	This letter is "t".
o	10. What is this letter? (BELL)	This letter is "o".
p	11. What is this letter? (BELL)	This letter is "p".
to	12. You learned to spell and say the word "to". Let's do it again. (POINT) t-o, "to". You spell it and say it. (BELL)	t-o, "to" (POINT).

PROGRAM LETTER RECOGNITION 12: SPELLING "s", "n" (2-06-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
top	13. Here is another word, "top". (POINT) t-o-p, "top". You spell it and say it. (BELL)	t-o-p, "top" (POINT).
stop	14. Let's spell and say this word, "stop". (POINT) s-t-o-p, "stop". You spell and say it. (BELL)	s-t-o-p, "stop" (POINT).
not	15. Let's read another word, "not". (POINT) n-o-t, "not". You spell and say it. (BELL)	n-o-t, "not".
tot	16. Let's read another word, "tot". (POINT) t-o-t, "tot". You spell and say it. (BELL)	t-o-t, "tot".
pot	17. Let's read another word, "pot". (POINT) p-o-t, "pot". You spell and say it. (BELL) (PUT MATERIALS AWAY)	p-o-t, "pot".

PROGRAM LETTER RECOGNITION 13: p, o, t, s, n (2-06-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher hands out booklets and plays tape. Children spell and mark in booklets.	Children name letters, spell and say word, select letters, select word spelled and named by teacher.	top stop pop to not tot

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO CHEMICAL FEEDBACK)	(HAND OUT BOOKLETS) (BELL)	
t	1. What is this letter? (BELL)	"t".
s	2. What is this letter? (BELL)	"s".
o	3. What is this letter? (BELL)	"o".
n	4. What is this letter? (BELL)	"n".
p	5. What is this letter? (BELL)	"p".
top	6. This is the word "top". Let's point to each letter of the word and spell it. (POINT) t-o-p. What is the word? (BELL)	"top".
pop	7. This is the word "pop". Point to each letter and spell it. (POINT) p-o-p. What is the word? (BELL)	"pop".
not	8. This is the word "not". Point and spell it. (POINT) n-o-t. What is the word? (BELL)	"not".

PROGRAM LETTER RECOGNITION 13: p, o, t, s, n (2-06-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
tot	9. This is the word "tot". Point and spell it. (POINT) t-o-t. What is the word? (BELL)	"tot".
pot	10. This is the word "pot". Point and spell it. (POINT) p-o-t. What is the word? (BELL)	"pot".
stop	11. This is the word "stop". Point and spell it. (POINT) s-t-o-p. What is the word? (BELL)	"stop".
to	12. This is the word "to". Point and spell it. (POINT) t-o. What is the word? (BELL)	"to".
(CHEMICAL FEEDBACK - DOTS)	(HAND OUT PENS) Here are your pens.	
t s o	13. Mark the spot under the "s". (BELL)	Green means you found the "s".
n s p	14. Mark the "p". (BELL)	
t p s	15. Mark the "t". (BELL)	
p n o	16. Mark the "o". (BELL)	
n t o	17. Mark the "n". (BELL)	
top stop not	18. t-o-p spells "top". Mark the word "top". (BELL)	
ton not tot	19. n-o-t spells "not". Mark the word "not". (BELL)	
pot pop spot	20. s-p-o-t spells "spot". Mark the word "spot". (PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 14: SPELLING h, e (2-07-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher demonstrates; children mark in booklets. (MAKE SURE CHILDREN CAN SEE WHAT YOU ARE DOING. POINT TO EACH LETTER AS YOU SPELL WORDS.)	Children will identify the letters "h" and "e."	hot sot tot pot

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO CHEMICAL FEEDBACK)	(HAND OUT BOOKLETS) Today we learn more about letters. Remember, all the letters have their own name and shape. (BELL)	
e	1a. (POINT) This letter has its own name and its own shape. This letter is "e." Say "e."	"e".
	Watch me find the shape of the letter "e" (DEMONSTRATE).	
	b. Now you follow the shape with your finger and say the name of the letter.	"e."
	c. Again. Follow the shape (DEMONSTRATE) and say the letter.	"e".
	d. What is this letter?	"e".
	(BELL)	
h	2a. (POINT) Here is another letter. The name of this letter is "h". Say "h".	"h".
	"h" is a letter and it has its own shape. Watch me find the shape of the letter "h" (DEMONSTRATE).	
	b. Now you follow the shape with your finger and say the name of the letter.	"h".
	c. Again. Follow the shape (DEMONSTRATE) and say the name of the letter.	"h".
	d. What is this letter?	"h".
	(BELL)	

PROGRAM LETTER RECOGNITION 14: SPELLING h, e (2-07-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
e h	3a. (POINT TO "e") What is this letter called? b (POINT TO "h") What is this letter called? (BELL)	"e". "h".
h e	4a. (POINT TO "h") What is this letter called? b. (POINT TO "e") What is this letter called? (BELL)	"h". "e".
(CHEMICAL FEEDBACK - DOTS)	(HAND OUT PENS) Here is a pen.	
e	5a. What letter is on this page? b. Trace the shape of "e" with your pen and say its name. (BELL)	The letter is "e". "e".
h	6a. What is the name of this letter? b. Trace the shape of "h" with your pen and say its name. (BELL)	The letter is "h". "h".
e h	7. (POINT) Trace the "e". (BELL)	
e h	8. (POINT) Trace the "h". (BELL) Hand back your pens.	
(NO CHEMICAL FEEDBACK)		
t	9. What is the name of this letter? (BELL)	This letter is "t".
h	10. What is this letter? (BELL)	This letter is "h".
e	11. What is this letter? (BELL)	This letter is "e".

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PROGRAM LETTER RECOGNITION 14: SPELLING h, e (2-07-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
he	12. Here is another word, "he". (POINT) h-e, "he". You spell it and say it. (BELL)	h-e, "he".
hot	13. Let's spell and say this word. (POINT) h-o-t, "hot". You spell and say it. (BELL)	h-o-t, "hot".
sot	14. Let's read another word, "sot". (POINT) s-o-t, "sot". You spell and say it. (BELL)	s-o-t, "sot".
tot	15. Let's read another word, "tot". (POINT) t-o-t, "tot". You spell and say it. (BELL)	t-o-t, "tot".
pot	16. Let's read another word, "pot". (POINT) p-o-t, "pot". You spell and say it. (BELL)	p-o-t, "pot".
hot pot	17. Now, let's read these words. (POINT) "hot pot". Now you say it. (BELL)	"hot pot".
	(PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 15: p, s, n, h, e (2-07-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Teacher hands out booklets and plays tape. Children spell words and mark in booklets.	Children name letter, spell and say word, select letters, select word spelled and named by teacher.	top hop hat stop not hen

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO CHEMICAL FEEDBACK)	(HAND OUT BOOKLETS) (BELL)	
s	1. What is this letter? (BELL)	"s."
n	2. What is this letter? (BELL)	"n."
p	3. What is this letter? (BELL)	"p."
h	4. What is this letter? (BELL)	"h."
e	5. What is this letter? (BELL)	"e."
top	6. This is the word "top." Let's point to each letter of the word and spell it. (POINT) t-o-p, "top." What is the word? (BELL)	"top."
hot	7. This is the word "hot." Point to each letter and spell it. (POINT) h-o-t, "hot." What is the word? (BELL)	"hot."

PROGRAM LETTER RECOGNITION 15: p, s, n, h, e (2-07-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
not	8. This is the word "not." Point and spell it. (POINT) n-o-t, "not." What is the word? (BELL)	"not."
hop	9. This is the word "hop." Point and spell it. (POINT) h-o-p, "hop." What is the word? (BELL)	"hop."
stop	10. This is the word "stop." Point and spell it. (POINT) s-t-o-p, "stop." What is the word? (BELL)	"stop."
hen	11. This is the word "hen." Point and spell it. (POINT) h-e-n, "hen." What is the word?	"hen."
(CHEMICAL FEEDBACK-DOTS)	(HAND OUT PENS) Here are your pens. (BELL)	
t s o	12. Mark the spot under the "s." (BELL)	Green means you found the "s."
n s p	13. Mark the "p." (BELL)	
h p s	14. Mark the "h." (BELL)	
p n e	15. Mark the "e." (BELL)	
n t o	16. Mark the "n." (BELL)	
hop stop not	17. h-o-p spells "hop." Mark the word "hop." (BELL)	
ton not tot	18. n-o-t spells "not." Mark the word "not." (BELL)	
pot pop spot	19. s-p-o-t spells "spot." Mark the word "spot." (BELL)	
not the hen	20. h-e-n spells "hen." Mark the word "hen."	
	(PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 16: SPELLING a, m (2-08-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Teacher demonstrates. Children mark in booklets. (BE SURE CHILDREN CAN SEE WHAT YOU ARE DOING. POINT TO EACH LETTER AS YOU SPELL WORDS)	Children will identify the letters "a" and "m."	am pat sam mat ham sat

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO CHEMICAL FEEDBACK)	(HAND OUT BOOKLETS) Today we will learn more about letters. Remember, all the letters have their own name and shape. (BELL)	
a	1a. (POINT) This letter has its own name and its own shape. This letter is "a." Say "a." Watch me find the shape of the letter "a." (DEMONSTRATE)	"a."
	b. Now you follow the shape with your finger and say the name of the letter.	"a."
	c. Again. Follow the shape (DEMONSTRATE) and say the letter.	"a."
	d. What is this letter? (BELL)	"a."
m	2a. (POINT) Here is another letter. The name of this letter is "m." Say "m." "m" is a letter and it has its own shape. Watch me find the shape of the letter "m." (DEMONSTRATE)	"m."
	b. Now you follow the shape with your finger and say the name of the letter.	"m."
	c. Again. Follow the shape (DEMONSTRATE) and say the letter.	"m."

PROGRAM LETTER RECOGNITION 16: SPELLING a, m (2-08-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	d. What is this letter? (BELL)	"m."
a m	3a. (POINT TO "a") What is this letter called?	"a."
	b. (POINT TO "m") What is this letter called? (BELL)	"m."
	4a. (POINT TO "m") What is this letter called?	"m."
	b. (POINT TO "a") What is this letter called?	"a."
(CHEMICAL FEEDBACK)	(HAND OUT PENS) Here is a pen.	
a	5. What letter is on this page? Trace the shape of "a" with your pen and say its name. (BELL)	The letter is "a." "a."
m	6. What is the name of this letter? Trace the shape of "m" with your pen and say its name. (BELL)	The letter is "m." "m."
a m	7. (POINT) Trace the "a." (BELL)	
a m	8. (POINT) Trace the "m." (BELL)	
(NO CHEMICAL FEEDBACK)	Hand back your pens.	
s	9. What is the name of this letter?	This letter is "s."
a	10. What is this letter? (BELL)	This letter is "a."
m	11. What is this letter?	This letter is "m."
am	12. Here is the word, "am." (POINT) a-m, "am." You spell it and say it. (BELL)	a-m, "am."

PROGRAM LETTER RECOGNITION 16: SPELLING a, m (2-08-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
sam	13. Here is another word, "sam." (POINT) s-a-m, "sam." You spell it and say it. (BELL)	s-a-m, "sam."
ham	14. Let's spell and say this word, "ham." (POINT) h-a-m, "ham." You spell and say it. (BELL)	h-a-m, "ham."
pat	15. Let's read another word, "pat." (POINT) p-a-t, "pat." You spell and say it. (BELL)	p-a-t, "pat."
mat	16. Let's read another word, "mat." (POINT) m-a-t, "mat." You spell and say it. (BELL)	m-a-t, "mat."
sat	17. Let's read another word, "sat." (POINT) s-a-t, "sat." You spell and say it. (BELL)	s-a-t, "sat."
pat sat on a mat	18. Let's read these words. (POINT) "pat sat on a mat." You say it. (BELL)	pat sat on a mat.
	(PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 17: m, a, s, h, e (2-08-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher hands out booklets and plays tape. Children spell words and mark in booklets.	Child names letters, spells and says word, selects letters, selects word spelled and named by teacher.	am sam mat pat he ham not

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
m	1. What is this letter? (BELL)	"m."
a	2. What is this letter? (BELL)	"a."
s	3. What is this letter?	"s."
h	4. What is this letter?	"h."
e	5. What is this letter?	"e."
am	6. This is the word "am." Let's point to each letter of the word and spell it. (POINT) a-m. What is the word? (BELL)	"am."
mat	7. This is the word "mat." POINT) Point to each letter and spell it. m-a-t. What is the word? (BELL)	"mat."
he	8. This is the word "he." (POINT) Point and spell it. h-e. What is the word?	"he."
not	9. This is the word "not." (POINT) Point and spell it. n-o-t. What is the word? (BELL)	"not."
sam	10. This is the word "sam." Point and spell it. s-a-m. What is the word? (BELL)	"sam."

PROGRAM LETTER RECOGNITION 17 (2-08-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
pat	11. This is the word "pat." Point and spell it. p-a-t. What is the word? (BELL)	"pat."
ham	12. This is the word "ham." Point and spell it. h-a-m. What is the word? (HAND OUT PENS) Here are your pens. (BELL)	"ham."
t m o	13. Mark the spot under the "m." (BELL)	Green means you found the "m."
n s a	14. Mark the "a." (BELL)	
t p s	15. Mark the "s." (BELL)	
p h o	16. Mark the "h." (BELL)	
e a o	17. Mark the "e." (BELL)	
ham stop mat	18. h-a-m spells "ham." Mark the word "ham." (BELL)	
ate sat pat	19. p-a-t spells "pat." Mark the word "pat." (BELL)	
he am to	20. h-e spells "he." Mark the word "he." (BELL)	
stop sam map	21. s-a-m spells "sam." Mark the word "sam."	
	(PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 18: SPELLING c, i (2-10-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Teacher demonstrates and children mark in booklets.	Children will identify the letters "c" and "i".	cat mac sit she him cam

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO CHEMICAL FEEDBACK)	(HAND OUT BOOKLETS) Today we will learn more about letters. Remember, all the letters have their own name and shape. (BELL)	
c	1a. (POINT) This letter has its own name and its own shape. This letter is "c." Say "c."	"c"
	Watch me find the shape of the letter "c" (DEMONSTRATE).	
	b. Now you follow the shape with your finger and say the name of the letter.	"c"
	c. Again. Follow the shape (DEMO) and say the letter.	"c"
	d. What is this letter?	"c"
	(BELL)	
i	2a. Here is another letter. The name of this letter is "i." Say "i." "i" is a letter and it has its own shape.	"i"
	Watch me find the shape of the letter "i" (DEMONSTRATE).	
	b. Now you follow the shape with your finger and say the name of the letter.	"i"
	c. Again. Follow the shape and say the letter.	"i"
	d. What is this letter?	"i"
	(BELL)	
c i	3a. (POINT TO "c") What is this letter called?	"c"
	b. (POINT TO "i") What is this letter called?	"i"
	(BELL)	
i c	4a. (POINT TO "i") What is this letter called?	"i"
	b. (POINT TO "c") What is this letter called?	"c"
	(BELL)	

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PROGRAM LETTER RECOGNITION 18: SPELLING c, i (2-10-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(CHEMICAL FEEDBACK)	(HAND OUT MARKING PENS)	
c	5. Here is a pen. What letter is on this page? Trace the shape of "c" with your pen and say its name. (BELL)	The letter is "c." "c"
i	6. What is the name of this letter? Trace the shape of "i" with your pen and say its name. (BELL)	The letter is "i." "i"
c i	7. Trace the "c." (BELL)	
c i	8. Trace the "i." Hand back your pens. (BELL)	
(NO CHEMICAL FEEDBACK)		
c	9. What is the name of this letter? (BELL)	This letter is "c."
a	10. What is this letter? (BELL)	This letter is "a."
t	11. What is this letter? (BELL)	This letter is "t."
cat	12. Here is the word "cat." (POINT) c-a-t. You spell it and say it. (BELL)	c-a-t, cat (POINT).
cam	13. Here is another word, "cam." (POINT) c-a-m, cam. You spell it and say it. (BELL)	c-a-m, cam (POINT).
him	14. Let's spell and say this word, "him." h-i-m,him. You spell and say it. (BELL)	h-i-m, him.
ten	15. Let's read another word, "ten." (POINT) t-e-n, ten. You spell and say it. (BELL)	t-e-n, ten.
sit	16. Let's read another word, "sit." (POINT) s'i-t, sit. You spell and say it. (BELL)	s-i-t, sit.
mac	17. Let's read another word, "mac." (POINT) m-a-c, mac. You spell and say it. (BELL)	m-a-c, mac.
the cat sat on the hat	18. Let's read these words: "the cat sat on the hat." You say it. (BELL)	the cat sat on the hat.
	(PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 19: e, a, m, c, i (2-10-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher hands out booklets and plays tape. Children spell words and mark booklets.	Children name and select letters, spell and say words, select word spelled and named by teacher.	cat ham him ten mac sit cam

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(NO COLOR FEEDBACK)	(HAND OUT BOOKLETS) (BELL)	
e	1. What is this letter? (BELL)	e
a	2. What is this letter? (BELL)	a
m	3. What is this letter? (BELL)	m
c	4. What is this letter? (BELL)	c
i	5. What is this letter? (BELL)	i
cat	6. This is the word "cat." Let's point to each letter of the word and spell it. (POINT) c-a-t. What is the word? (BELL)	cat.
him	7. This is the word "him." (POINT) Point to each letter and spell it. h-i-m. What is the word? (BELL)	him.
mac	8. This is the word "mac." (POINT) Point and spell it. m-a-c. What is the word? (BELL)	mac.
ten	9. This is the word "ten." (POINT) Point and spell it. t-e-n. What is the word? (BELL)	ten.
sit	10. This is the word "sit." (POINT) Point and spell it. s-i-t. What is the word? (BELL)	sit.

PROGRAM LETTER RECOGNITION 19: e, a, m, c, i (2-10-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
cam	11. This is the word "cam." (POINT) Point and spell it. c-a-m. What is the word? (BELL)	cam.
ham	12. This is the word "ham." (POINT) Point and spell it. h-a-m. What is the word? (BELL)	ham.
COLOR FEEDBACK IN DOTS)	(HAND OUT MARKING PENS) Here are your pens.	
a e m	13. Mark the spot under the "e." (BELL)	Green means you found the "e."
n p a	14. Mark the "a." (BELL)	
m t s	15. Mark the "m." (BELL)	
a h c	16. Mark the "c." (BELL)	
i o s	17. Mark the "i." (BELL)	
cat hat not	18. c-a-t spells "cat." Mark the word "cat." (BELL)	
cam mac tot	19. m-a-c spells "mac." Mark the word "mac." (BELL)	
hen him ten	20. t-e-n spells "ten." Mark the word "ten." (BELL)	
cam pop ham	21. c-a-m spells "cam." Mark the word "cam." (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 20: ALPHABET CARD GAME a-z (2-10-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
2 sets Alphabet Cards a-z	Teacher asks for a card, children respond by raising hand and saying, "I have letter....."	Children will identify and label lower case letters of the alphabet.	alphabet letter

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Set of cards	1. Today we are going to play a card game. (HAND OUT ALL CARDS OF ONE SET; KEEP OTHER SET OF a-z TO USE AS PROMPTS) Here are some cards for each of you. Hold them in front of you so no one can see.	
Letter "a"	2. Now I am going to show you what card I am looking for. (HOLD UP "a" AND SAY) I am looking for a card with the the letter "a." If you have the card like mine, you give it to me. The first one to get rid of all his cards wins the game. Look at your cards and see if you have the letter "a." If you do, hold it up. Now you have to say, "I have the letter "a." Then give your card to me (TAKE CARD FROM CHILD).	(IF CORRECT, SAY: "YES, YOU HAVE THE LETTER "a." IF INCORRECT, SAY: "THAT'S NOT THE LETTER 'a.' LOOK AGAIN AND SEE WHO HAS THE LETTER 'a'."
Letter "d"	3. (HOLD UP) Now I am looking for the letter "d." If you have the letter "d" hold it up. Now you say, "I have the letter "d." Give your card to me.	
Letter "s"	4. (HOLD UP) I want the letter "s." If you have this card you know what to do. What do you say? (IF CHILD GIVES CORRECT ANSWER TAKE HIS CARD)	Yes, you have the letter "s."
	(CONTINUE GAME UNTIL ALL ALPHABET CARDS ARE COLLECTED. FIRST CHILD TO GET RID OF ALL OF HIS CARDS IS WINNER).	
	(REPEAT GAME IF TIME WARRANTS).	
	(PUT MATERIALS AWAY)	

PROGRAM LETTER RECOGNITION 21: a-m (2-11-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children name letters and mark in booklets.	Children will name and identify lower case letters of the alphabet.	alphabet letter word

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark letters. (BELL)	
apple a b c	1. Point to the apple. The word "apple" starts with the letter "a." Say "a." Now, find the letter "a" and mark it. (BELL)	Green means you found the letter "a."
bear b p d	2. Point to the bear. The word "bear" starts with the letter "b." Say "b." Find the letter "b" and mark it. (BELL)	Green means you found the letter "b."
cat e c u	3. Look at the cat. "Cat" starts with the letter "c." Say "c." Find the letter "c" and mark it. (BELL)	
dog b g d	4. Look at the dog. "Dog" starts with the letter "d." Say "d." Find the letter "d" and mark it. (BELL)	
elephant c e i	5. Look at the elephant. "Elephant" starts with the letter "e." Say "e." Find the letter "e" and mark it. (BELL)	
fish t l f	6. Look at the fish. "Fish" starts with the letter "f." Say "f." Mark the letter "f." (BELL)	
giraffe b g p	7. Look at the giraffe. "Giraffe" starts with the letter "g." Say "g." Mark the letter "g." (BELL)	
house h m b	8. Look at the house. "House" starts with the letter "h." Say "h." Mark the letter "h." (BELL)	

PROGRAM LETTER RECOGNITION 21: a-m (2-11-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Indian h i j	9. Look at the Indian. "Indian" starts with the letter "i." Say "i." Mark the letter "i." (BELL)	
jacket j k l	10. Look at the jacket. "Jacket" starts with the letter "j." Say "j." Mark the letter "j." (BELL)	
key l h k	11. Look at the key. "Key" starts with the letter "k." Say "k." Mark the letter "k." (BELL)	
lamb k l d	12. Look at the lamb. "Lamb" starts with the letter "l." Say "l." Mark the letter "i." (BELL)	
man u n m	13. Look at the man. "Man" starts with the letter "m." Say "m." Mark the letter "m." (BELL)	
	(PUT MATERIALS AWAY)	

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PROGRAM LETTER RECOGNITION 22: n-z (2-11-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children name letters and mark in booklets.	Children will name and identify lower case letters of the alphabet.	alphabet letter word

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark letters. (BELL)	
nest m n u	1. Point to the nest. The word "nest" starts with the letter "n." Say "n." Now, find the letter "n" and mark it. (BELL)	Green means you found the letter "n."
owl e c o	2. Point to the owl. The word "owl" starts with the letter "o." Say "o." Find the letter "o" and mark it. (BELL)	
pants p q g	3. Look at the pants. "Pants" starts with the letter "p." Say "p." Find the letter "p" and mark it. (BELL)	
queen t q p	4. Look at the queen. "Queen" starts with the letter "q." Say "q." Find the letter "q" and mark it. (BELL)	
rabbit r v c	5. Look at the rabbit. "Rabbit" starts with the letter "r." Say "r." Mark the letter "r." (BELL)	
snake s v e	6. Look at the snake. "Snake" starts with the letter "s." Say "s." Mark the letter "s." (BELL)	
train h k t	7. Look at the train. "Train" starts with the letter "t." Say "t." Mark the letter "t." (BELL)	

PROGRAM LETTER RECOGNITION 22: n-z (2-11-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
umbrella r **u** v	8. Look at the umbrella. "Umbrella" starts with the letter "u." Say "u." Mark the letter "u." (BELL)	
violin u **v** w	9. Look at the violin. "Violin" starts with the letter "v." Say "v." Mark the letter "v." (BELL)	
wagon **w** m x	10. Look at the wagon. "Wagon" starts with the letter "w." Say "w." Mark the letter "w." (BELL)	
xylophone m u **x**	11. Look at the xylophone. "Xylophone" starts with the letter "x." Say "x." Mark the letter "x." (BELL)	
yarn g **y** j	12. Look at the yarn. "Yarn" starts with the letter "y." Say "y." Mark the letter "y." (BELL)	
zebra **z** g p	13. Look at the zebra. "Zebra" starts with the letter "z." Say "z." Mark the letter "z." (BELL)	
	(PUT MATERIALS AWAY)	

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PROGRAM LETTER RECOGNITION 23: p, o, t, s, n, h (2-12-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher hands out booklets and plays tape. Children spell words and mark in booklets.	Children will identify letters and select word spelled and named by teacher.	top stop pot spot pop hot not hop tot to

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
t s o	1. Mark under the "t." (BELL)	
p n s	2. Mark the "s." (BELL)	
o p h	3. Mark the "o." (BELL)	
h s n	4. Mark the "n." (BELL)	
s p t	5. Mark the "p." (BELL)	
n h p	6. Mark the "h." (BELL)	
stop top not	7. t-o-p spells "top." Mark the word "top." (BELL)	
pop hop sit	8. p-o-p spells "pop." Mark the word "pop." (BELL)	
sat hot not	9. n-o-t spells "not." Mark the word "not." (BELL)	
spot tot cat	10. t-o-t spells "tot." Mark the word "tot." (BELL)	
pot pop top	11. p-o-t spells "pot." Mark the word "pot." (BELL)	
sat stop top	12. s-t-o-p spells "stop." Mark the word "stop." (BELL)	
top to not	13. t-o spells "to." Mark the word "to." (BELL)	
hot spot tot	14. h-o-t spells "hot." Mark the word "hot." (BELL)	
not shot hop	15. h-o-p spells "hop." Mark the word "hop." (BELL)	
spot pot post	16. s-p-o-t spells "spot." Mark the word "spot." (BELL)	
	(PUT MATERIALS AWAY)	

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PROGRAM LETTER RECOGNITION 24: e, a, m, c, i (2-12-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to tape and respond in booklets.	Children will identify letters and words spelled and named by teacher.	sam, he, mat, ten, ham, sat, hen, cam, sit him, mac, cat pat

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
n a <u>e</u>	1. Mark under the "e." (BELL)	
<u>a</u> c e	2. Mark the "a." (BELL)	
s <u>m</u> n	3. Mark the "m." (BELL)	
<u>c</u> p e	4. Mark the "c." (BELL)	
h t <u>i</u>	5. Mark the "i." (BELL)	
stop <u>sam</u> top	6. s-a-m spells "sam." Mark the word "sam." (BELL)	
am to <u>he</u>	7. h-e spells "he." Mark the word "he." (BELL)	
am tot <u>mat</u>	8. m-a-t spells "mat." Mark the word "mat." (BELL)	
<u>ten</u> tot not	9. t-e-n spells "ten." Mark the word "ten." (BELL)	
ten <u>ham</u> hot	10. h-a-m spells "ham." Mark the word "ham." (BELL)	
<u>sat</u> sam sit	11. s-a-t spells "sat." Mark the word "sat." (BELL)	
<u>hen</u> hot ten	12. h-e-n spells "hen." Mark the word "hen." (BELL)	

PROGRAM LETTER RECOGNITION 24: e, a, m, c, i (2-12-2b)

VISUAL			AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
sam	<u>cam</u>	cat	13. c-a-m spells "cam." Mark the word "cam." (BELL)	
stop	ten	<u>sit</u>	14. s-i-t spells "sit." Mark the word "sit." (BELL)	
cam	<u>him</u>	ham	15. h-i-m spells "him." Mark the word "him." (BELL)	
<u>mac</u>	cam	sam	16. m-a-c spells "mac." Mark the word "mac." (BELL)	
cam	tot	<u>cat</u>	17. c-a-t spells "cat." Mark the word "cat." (BELL)	
sat	pot	<u>pat</u>	18. p-a-t spells "pat." Mark the word "pat." (BELL)	
			(PUT MATERIALS AWAY)	

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PROGRAM VISUAL DISCRIMINATION 1 (2-02-4a

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Teacher Booklet Tape	Teacher demonstrates with booklet; children respond orally.	Children will identify pictures that are the same and not the same.	same not same

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Teapot, teapot	(HOLD UP BOOKLET) 1. Here are two teapots. They are the same. Are they the same?..... Now you tell me again. Are they the same?	Yes, they are the same. Yes, they are the same.
Cat, cat	2. Here are two cats. Are they the same?	Yes, they are the same.
Dog, apple	3. Look at these pictures, a dog and an apple. They are not the same. Are they the same? Now you tell me again. Are they the same?	No, they are <u>not</u> the same. No, they are <u>not</u> the same.
Clown, umbrella	4. Here are two pictures. Are they the same?	No, they are <u>not</u> the same.
Telephone, telephone	5. Are these two pictures the same?	Yes, they are the same.
Telephone, duck	6. Are these two pictures the same?	No, they are <u>not</u> the same.
Car, car	7. Are these two pictures the same?	Yes, they are the same.
Book, book	8. Are these two pictures the same?	Yes, they are the same.
Apple, cat	9. Are these two pictures the same?	No, <u>not</u> the same.
Flower, cat	10. Are these two pictures the same?	No, <u>not</u> the same.
Cat, cat	11. Are these two pictures the same?	Yes, the same.
Fish, cat	12. Are these two pictures the same?	No, <u>not</u> the same.
	(PUT MATERIALS AWAY)	

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PROGRAM VISUAL DISCRIMINATION 2 (2-03-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify from three choices pictures that are the same or not the same.	same not flag boat

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
Cat, cat, car	1. (POINT) Here are two cats and a car. The two cats are the same. Watch me color the spots under the two pictures that are the same (DEMONSTRATE). Now you do it. (POINT) Do your spots look the same as mine? (BELL)	
Apple, shoe, apple	2. (POINT) Here are two apples and a shoe. The two apples are the same. Mark the two pictures that are the same. (BELL)	
Chair, chair, flower	3. (POINT) Here are two chairs and a flower. The flower is not the same as the chairs. Mark the picture that is not the same. (BELL)	
Flag, key, key	4. Here are two keys and a flag. The flag is not the same as the keys. Mark the picture that is not the same. (BELL)	
Tree, rabbit, rabbit	5. Here are two rabbits and a tree. The two rabbits are the same. Mark the two pictures that are the same. (BELL)	
Boat, car, boat	6. Here are two boats and a car. The car is not the same as the boats. Mark the one that is not the same. (BELL)	

PROGRAM VISUAL DISCRIMINATION 2 (2-03-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Cup, snake, cup	7. The cups are the same. Mark the pictures that are the same. (BELL)	
Car, car, apple	8. The apple is not the same as the two cars. Mark the picture that is not the same. (BELL)	
Duck, teapot, duck	9. Mark the picture that is not the same. (BELL)	
Clown, clown, bird	10. Mark the two pictures that are the same. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM VISUAL DISCRIMINATION 3 (2-04-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher plays tape. Children respond as follows: 1-6: Oral responses 7-16: Marking responses	Children will identify pictures that are the same and not the same.	same not kite tiger umbrella

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS) Now we are going to look in our booklets. (BELL)	
Tree, tree	1. The two trees are the same. Now you tell me. Are they the same? (BELL)	Yes, they are the same.
Wagon, umbrella	2. The wagon and the umbrella are not the same. Now you tell me. Are they the same? (BELL)	No, they are not the same.
Fork, radio	3. These pictures are not the same. You tell me. Are they the same? (BELL)	No, they are not the same.
Turtle, turtle	4. These two pictures are the same. You tell me. Are they the same? (BELL)	Yes, they are the same.
Horn, ball	5. Are these pictures the same? (BELL)	No, not the same.
Telephone, telephone	6. Are these pictures the same? (BELL) (HAND OUT MARKING PENS)	Yes, the same.
Tiger, cup, tiger	7. Look at the two tigers. They are the same. Mark under the two pictures that are the same. (BELL)	Did you mark the two tigers? They are the same.

PROGRAM VISUAL DISCRIMINATION 3 (2-04-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Dog, apple, apple	8. Look at the dog. It is not the same as the apples. Mark under the picture that is not the same as the apples. (BELL)	The dog is not the same.
Girl, girl, tricycle	9. The tircycle is not the same as the girls. Mark the picture that is not the same. (BELL)	The tricycle is not the same.
Cat, key, cat	10. The cats are the same. Mark the pictures that are the same. (BELL)	The cats are the same.
Block, horn, block	11. The horn is not the same as the blocks. Mark the picture that is not the same. (BELL)	The horn is not the same.
Radio, butterfly, butterfly	12. Mark the two pictures that are the same. (BELL)	The butterflies are the same.
Bottle, bottle, spoon	13. Mark the two pictures that are the same. (BELL)	The bottles are the same.
Airplane, boat, airplane	14. Mark the picture that is not the same. (BELL)	The boat is not the same.
Turtle, chair, chair	15. Mark the two pictures that are the same. (BELL)	The chairs are the same.
Kite, balloon, balloon	16. Mark the picture that is not the same. (BELL)	The kite is not the same.
	(PUT MATERIALS AWAY)	

PROGRAM VISUAL DISCRIMINATION 4 (2-05-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
6 sets picture cards (EACH CHILD SHOULD HAVE 4 PICTURES: ONE LIKE TEACHER'S CARDS AND THREE DIFFERENT)	Teacher asks for a card. Children respond by raising hand and saying, "I have the same (or not the same) picture."	Children will identify objects as same or not the same.	same not the same

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT SET OF CARDS TO EACH CHILD)	
	1. Let's play a card game. Here are four cards for each of you. The winner in this game is the one who gets rid of all his cards first. Here's how we play the game.	
Clock	2. I am going to tell you what card I want. (HOLD UP CLOCK) Look at this card. I want a card that is the same as this one. Look at your cards and see if you have a picture the <u>same</u> as my picture. Who has the same picture? Now <u>A</u>, you have to say, "I have the same picture." Say it. Good. Give your card to me. (TAKE CARD FROM CHILD) Now you have only three cards left.	(IF CORRECT, SAY, "Yes, <u>A</u>, you have the same picture." (IF INCORRECT, SAY) "That's not the same picture. Look again and see who has the same picture.
Fish	3. (HOLD UP FISH) Now I am looking for a picture that is <u>not</u> the same as this. If you have a picture that is not the same, hold it up. Now you say, "Here is a picture that is <u>not</u> the same." Give your card to me.	(IF CORRECT, SAY) "Yes, you have a picture that is <u>not</u> the same." (IF INCORRECT, SAY) "That's the same picture. Look again and find a picture that is <u>not</u> the same."

PROGRAM VISUAL DISCRIMINATION 4 (2-05-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Girl	4. (HOLD UP GIRL) I want a picture that is the <u>same</u> as this. If you have one, you know what to do. What do you say?	I have the same picture.
Umbrella	5. (HOLD UP UMBRELLA) I want a picture that is <u>not</u> the same as this. If you have one, you know what to do. What do you say?	I have a picture that is <u>not</u> the same.
	(IF CHILD GIVES CORRECT ANSWER, TAKE HIS CARD. CONTINUE GAME UNTIL SOMEONE WINS.)	
	(IF TIME WARRANTS, HAVE CHILDREN EXCHANGE THEIR SETS OF CARDS AND REPEAT GAME.)	
	(<u>NOTE</u>: EACH SET OF CARDS HAS DIAGONAL LINES, CIRCLE OR X ON BACK FOR EASY IDENTIFICATION.)	
	(PUT MATERIALS AWAY)	

PROGRAM VISUAL DISCRIMINATION 5 (2-06-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Given three pictures, children will select either two that are the same or one that is not the same.	same not the same

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark in our booklets. (BELL)	
Basket, apple, basket	1. (POINT) Here are two baskets and an apple. The two baskets are the same. Mark the spots under the two pictures to show that they are the same. (BELL)	If both spots turned green, the two pictures are the same.
Hat, bus, bus	2. (POINT) Here are two buses and a hat. The two buses are the same. Mark the two pictures that are the same. (BELL)	
Scissors, scissors, foot	3. (POINT) Here are two scissors and a foot. The two scissors and the foot are not the same. Mark the picture that is not the same. (BELL)	
Bird, balloon, bird	4. Here are two birds and a balloon. The birds and the balloon are not the same. Mark the picture that is not the same. (BELL)	
Shirt, shirt, glove	5. Here are two shirts and a glove. Mark the two pictures that are the same. (BELL)	

PROGRAM VISUAL DISCRIMINATION 5 (2-06-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Mouse, mouse, <u>monkey</u>	6. Here are two mice and a monkey. Mark the one picture that is <u>not</u> the same. (BELL)	
<u>Tricycle</u>, wheelbarrow, <u>tricycle</u>	7. Mark the two pictures that are the same. (BELL)	
<u>Shoe</u>, <u>shoe</u>, foot	8. Mark the two pictures that are the same. (BELL)	
<u>Car</u>, truck, truck	9. Mark one picture that is <u>not</u> the same. (BELL)	
Girl, <u>boy</u>, girl	10. Mark one picture that is <u>not</u> the same. (BELL)	
<u>Cat</u>, cat with stripes, <u>cat</u>	11. Mark the two pictures that are the same. (BELL)	
Postman, <u>fireman</u>, postman	12. Mark one picture that is <u>not</u> the same. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM VISUAL DISCRIMINATION 6 (2-08-4b)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Student Booklets Marking pens	Teacher presents taped commentary and supervise booklet marking.	Select pictures that are the same or not the same.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS)	
[Chicken on one foot] Chicken, bird, <u>chicken on one foot</u>	1a. Look at the chicken at the top of the page. Is he standing on one foot? b. Now, mark the chicken at the bottom of the page that is the same. (BELL)	Yes, the chicken is standing on one foot.
[Dragon with spots] <u>Dragon/spots</u>, dragon/no spots, dragon/stripes	2a. Look at the dragon at the top. Does he have spots? b. Mark the dragon at the bottom of the page that is the same. (BELL)	Yes, the dragon has spots.
[Bicycle/broken wheel] <u>Bicycle</u>, bicycle/broken wheel, wagon/missing wheel	3a. Look at the bicycle at the top. Does it have a broken wheel? b. Mark the bicycle at the bottom that is <u>not</u> the same. (BELL)	Yes, the bicycle has a broken wheel.
[Cake with no candles] Cake/5 candles, cake/one candle, <u>cake/no candles</u>	4a. Look at the birthday cake at the top. Does it have a candle? b. Mark the cake at the bottom that is the same. (BELL)	No, the cake does not a candle.
[Striped ball] Striped ball, striped umbrella, <u>plain ball</u>	5a. Look at the ball at the top. Does it have stripes on it? b. Mark the ball that is <u>not</u> the same. (BELL)	Yes, the ball has stripes.
[Spotted cow] Striped cow, <u>spotted cow</u>, plain cow	6. Look at the cow at the top. Mark the cow at the bottom that is the same. (BELL)	

PROGRAM VISUAL DISCRIMINATION 6 (2-08-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
[Owl/eyes open] Owl/eyes closed, owl/eyes open, dog/eyes open	7. Look at the owl at the top. Mark the owl at the bottom that is not the same. (BELL)	
[Window] Door, window, window with broken pane	8. Look at the window at the top. Mark the window at the bottom that is not the same. (BELL)	
[Flower/no leaves] Flower/leaves, flower/no leaves, leaves	9. Look at the flower at the top. Mark the flower at the bottom that is the same. (BELL)	
[Turtle walking] Turtle walking, turtle in shell, lizard	10. Look at the turtle at the top. Mark the turtle at the bottom that is the same. (BELL)	
[Nail] Bent nail, nail, screw	11. Look at the nail at the top. Mark the nail that is not the same. (BELL)	
[Dog, ears standing] Dog/ ears hanging, dog/ears standing, cat/pointed ears	12. Look at the dog at the top. Mark the dog that is the same. (BELL)	
[4-door car] 4-door car, wagon, 2-door car	13. Look at the car at the top. Mark the car that is not the same. (BELL)	
[Face/mouth open] Face/mouth open, house, face/mouth closed	14. Look at the face at the top. Mark the face that is not the same. (BELL) (PUT MATERIALS AWAY)	

PROGRAM VISUAL DISCRIMINATION 7 (2-09-1b)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Student Booklets Marking pens	Teacher presents taped commentary and supervises booklet marking.	Select letters that are the same or not the same.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
t s t e k e m m c a x a o o p h n h l i l g p g a a o s s z u v u k f k	(HAND OUT BOOKLETS AND MARKING PENS) 1. Look at the letters. Mark the two letters that are the same. (BELL) 2. Look at the letters. Mark the letter that is not the same. (BELL) 3. Mark the letter that is not the same. (BELL) 4. Mark the two letters that are the same. (BELL) 5. Mark the two letters that are the same. (BELL) 6. Mark the letter that is not the same. (BELL) 7. Mark two letters that are the same. (BELL) 8. Mark the letter that is not the same. (BELL) 9. Mark the letter that is not the same. (BELL) 10. Mark two letters that are the same. (BELL) 11. Mark two letters that are the same. (BELL) 12. Mark the letter that is not the same. (BELL) (PUT MATERIALS AWAY)	

PROGRAM VISUAL DISCRIMINATION 8 (2-10-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children mark booklets according to taped instructions.	Children will identify letters which are the same or not the same.	same not the same

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
d o d	1. Look at the letters. Mark the two letters that are the same. (BELL)	
n m n	2. Mark the letter that is not the same. (BELL)	
f s t	3. Mark the letter that is not the same. (BELL)	
c e c	4. Mark the two letters that are the same. (BELL)	
v v w	5. Mark the letter that is not the same. (BELL)	
b b d	6. Mark the two letters that are the same. (BELL)	
u n u	7. Mark the letter that is not the same. (BELL)	
q p q	8. Mark the two letters that are the same. (BELL)	
j j i	9. Mark the two letters that are the same. (BELL)	
b h b	10. Mark the letter that is not the same. (BELL)	
d p d	11. Mark the two letters that are the same. (BELL)	
x y x	12. Mark the letter that is not the same. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM VISUAL DISCRIMINATION 9 (2-10-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify lower case letters that are the same or not the same.	same not the same

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
a a e a	1. Mark the two letters that are the same. (BELL)	
s z s	2. Mark the letter that is not the same. (BELL)	
h h f	3. Mark the letter that is not the same. (BELL)	
o q o	4. Mark the two letters that are the same. (BELL)	
d p d	5. Mark the letter that is not the same. (BELL)	
k y k	6. Mark the two letters that are the same. (BELL)	
t t f	7. Mark the letter that is not the same. (BELL)	
x k x	8. Mark the letter that is not the same. (BELL)	
b t d	9. Mark the two letters that are the same. (BELL)	
n m n	10. Mark the letter that is not the same. (BELL)	
y x y	11. Mark the two letters that are the same. (BELL)	
i i t	12. Mark the two letters that are the same. (BELL)	
p p q	13. Mark the two letters that are the same. (BELL)	
e e e	14. Mark the letter that is not the same. (BELL)	
	(PUT MATERIALS AWAY)	

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PROGRAM OPPOSITES 1 (2-09-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and shows booklet.	Given a word, children will identify and name its opposite.	little, big, top, bottom, outside, inside, front, back, slow, fast, under, over

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Let's look at these pictures. (BELL)	
Big box, little box	1. (POINT) This is a big box and this is a little box. Big is the opposite of little. When I say, "What is the opposite of big?", you say <u>little</u>. What is the opposite of big? (BELL)	Little.
Little shoe, big shoe	2a. This is a little shoe and this is a big shoe. Little is the opposite of big. When I say, "What is the opposite of little?" you say <u>big</u>. What is the opposite of little?	Big.
	b. What is the opposite of big?	Little.
	What is the opposite of little?	Big.
	Little and big are opposites. Say opposites.	Opposites.
	(BELL)	
Boy in front of tree, girl in back of tree	3. The boy is in front of the tree. The girl is in back of the tree. Front is the opposite of back. What is the opposite of front? (BELL)	Back.
Cat in back of chair, dog in front of chair	4a. Where is the cat?	In back of the chair.
	Where is the dog?	In front of the chair.
	Back is the opposite of front. What is the opposite of back?	Front.
	b. What is the opposite of front?	Back.
	What is the opposite of back?	Front is the opposite of back.
	(BELL)	

PROGRAM OPPOSITES 1 (2-09-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Man outside house, lady inside house	5. The man is outside of the house. The lady is inside the house. Outside is the opposite of inside. What is the opposite of outside? (BELL)	Inside.
Dog inside basket, cat outside basket	6a. Where is the dog? Where is the cat? Inside is the opposite of outside. What is the opposite of outside?	The dog is inside. The cat is outside. Inside.
	b. What is the opposite of inside? What is the opposite of outside? (BELL)	Outside. Inside.
Snail, racing car	7. A snail goes slow. A racing car goes fast. Slow is the opposite of fast. What is the opposite of slow? (BELL)	Fast.
Airplane, turtle	8. Does an airplane go fast or slow? How does a turtle go, fast or slow? Fast is the opposite of slow. What is the opposite of slow? What is the opposite of fast? (BELL)	An airplane goes fast. A turtle goes slow. Fast. Slow.
Little fish swimming under rock, big fish swimming over rock	9. The little fish swam under a rock. Where did he swim? The big fish swam over the rock. Where did the big fish swim? Over is the opposite of under. What is the opposite of over? What is the opposite of under? (BELL)	Under a rock. Over the rock. Under. Over.
Big fish close to surface of water, small fish at bottom	10. The big fish swam to the top of the water. Where did he swim? The little fish swam to the bottom. Where did he swim? Top is the opposite of bottom. What is the opposite of top? What is the opposite of bottom? (BELL)	To the top of the water. To the bottom. Bottom. Top.

PROGRAM OPPOSITE 1 (2-09-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
SAME AS #10	11. At the bottom of the ocean it is dark. At the top it is light. Dark is the opposite of light. What is the opposite of light? What is the opposite of dark? (BELL)	Dark. Light.
	12. Now I'll say a word and you tell me its opposite: a. Fast..... b. Big..... c. Front..... d. Inside..... e. Top..... f. Dark..... g. Above..... h. Little..... i. Below..... j. Outside..... k. Slow..... l. Over..... m. Bottom..... n. What are dark and light? o. What are front and back? p. What are over and under?	Slow. Little. Back. Outside. Bottom. Light. Below. Big. Above. Inside. Fast. Under. Top. Opposites. Opposites. Opposites.
	(PUT MATERIALS AWAY)	

PROGRAM OPPOSITES 2 (2-10-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and shows booklet.	Given a word, children will state its polar opposite.	up down on off full empty

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Here are Tommy and Benny. They are brothers.	
Big Tommy, little Benny	1. Big is the opposite of little. Tommy is big. Tell me about Benny. Big and little are called what? (BELL)	Benny is little. Big and little are opposites.
Tommy going upstairs, Benny going downstairs	2. Up is the opposite of down. Tommy is going up. Tell me about Benny. Up and down are called what? (BELL)	Benny is going down. Up and down are opposites.
Benny running fast, Tommy walking slow	3. Fast is the opposite of slow. Benny runs fast. Tell me about Tommy. Slow is the opposite of what? (BELL)	He goes slow. Fast.
Tommy in dark room, Benny turning on lamp (room is light)	4. On is the opposite of off. I say on, you say off. On.. Light is the opposite of dark. I say light, you say dark. Light..... Remember, Benny likes the opposite. If Tommy likes the dark, what does Benny like? Tommy likes to turn lamps off. Tell me about Benny. What is the opposite of light? What is the opposite of on? (BELL)	Off. Dark. Benny likes the light. Benny likes to turn lamps on. Dark. Off.

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PROGRAM OPPOSITES 2 (2-10-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Benny kneeling, getting toys from bottom drawer; Tommy standing, reaching into top drawer	5. Top is opposite of bottom. Benny keeps his toys in the bottom drawer. Where does Tommy keep his toys? Top and bottom are called what? (BELL)	In the top drawer. Opposites.
Benny looking behind chair; Tommy looking at submarine in front of chair	6. Front is the opposite of back. Benny looks for his sailboat in back of the chair. Where is Tommy's submarine? (BELL)	It's in front of the chair.
Empty bathtub; same tub, with Tommy turning faucet, water filling up tub	7. The bathtub is empty. Here Tommy turns on the water. Tell me, is the bathtub empty now? Full is the opposite of empty. What is the opposite of full? (BELL)	No, it is full of water. Empty.
Boat floating on water, submarine in water	8. Over is the opposite of under. Benny's sailboat is over the submarine. Tell me about Tommy's submarine. What is the opposite of over? (BELL)	It is under the boat. Under.
Boat outside tub, submarine inside bathtub	9. Inside is the opposite of outside. Benny's sailboat is outside the bathtub. Where did Tommy leave his submarine? (BELL)	Inside the bathtub.
	(PUT MATERIALS AWAY)	

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PROGRAM OPPOSITES 3 (2-11-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows pictures as tape is played. Children respond orally.	Children will name and identify words and their polar opposites.	thin fat cold hot old young clean dirty hard soft

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) This booklet teaches us some more opposites. (BELL)	
Fat man, thin man	1. Fat is the opposite of thin. (POINT) This man is fat and this man is thin. I say fat, you say thin. Fat... What is the opposite of thin? What is the opposite of fat? (BELL)	Thin. Fat. Thin.
Fire, iced drink	2. Hot is the opposite of cold. (POINT) Fire is hot and ice is cold. I say hot and you say cold. Hot..... What is the opposite of cold? What is the opposite of hot? (BELL)	Cold. Hot. Cold.
Baby, old man	3. Young is the opposite of old. The baby is young. The man is old. I say young, you say old. Young..... What is the opposite of old? What is the opposite of young? (BELL)	Old. Young. Old.
Laughing girl, crying lady	4. Laughing is the opposite of crying. The girl is laughing. The lady is crying. I say crying, you say..... What is the opposite of crying? What is the opposite of laughing? (BELL)	Laughing. Laughing. Crying.
Dirty towel, clean towel	5. Dirty is the opposite of clean. This towel is dirty and this one is clean. I say dirty, you say..... What is the opposite of clean? What is the opposite of dirty? (BELL)	Clean. Dirty. Clean.

PROGRAM OPPOSITES 3 (2-11-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Pillow, log	6. Soft is the opposite of hard. The pillow is soft. The log is hard. I say soft, you say..... What is the opposite of hard? What is the opposite of soft? (BELL)	Hard. Soft. Hard.
Dirty boy, clean boy	7. Look at these pictures. I will tell you about the first one and you tell me about the others. (POINT) This boy is dirty. This boy is..... (BELL)	Clean.
Ice cream, hot soup	8. Ice cream is cold. Soup is..... (BELL)	Hot.
Laughing man, crying man	9. This man is laughing. This man is.... (BELL)	Crying.
Old lady, young girl	10. The lady is old. The girl is..... (BELL)	Young.
Thin man, fat man	11. This man is thin. This man is..... (BELL)	Fat.
Pillow, log	12. The pillow is soft. The log is..... (BELL)	Hard.
	13. Tell me: Are laughing and crying opposites?	Yes.
	14. Are dirty and clean opposites?	Yes.
	15. Are sad and cold opposites?	No.
	16. Are hot and cold opposites?	Yes.
	17. Are soft and old opposites?	No.
	18. Are fat and dirty opposites?	No.
	(PUT MATERIALS AWAY)	

PROGRAM OPPOSITES 4 (2-12-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher plays tape. Children respond in booklets.	Given a word, children will state its polar opposite.	cold happy hot clean sad dirty on off

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS, HOLD UP BOOKLET) Look at these pictures. I will tell you about one and you tell me about the other. (BELL)	
Hot soup, ice cream cone	1. Hot is the opposite of cold. (POINT) Soup is hot. Ice cream is..... Mark the opposite of hot. (BELL)	Cold.
Elephant, mouse	2. Big is the opposite of little. (POINT) The elephant is big. The mouse is..... Mark the opposite of little. (BELL)	Little.
Boy walking, boy running	3. Slow is the opposite of fast. (POINT) This boy is walking slow. This boy is running..... Mark the opposite of slow. (BELL)	Fast.
Boy walking up steps, boy walking down steps	4. Up is the opposite of down. (POINT) This boy is walking up. This boy is walking..... Mark the opposite of up. (BELL)	Down.
Old man with cane and beard, baby	5. Young is the opposite of old. (POINT) The baby is young. The man is..... Mark the opposite of young. (BELL)	Old.
Cat on top of ladder, dog standing at bottom of ladder	6. Top is the opposite of bottom. The cat is at the top of the ladder. The dog is at the..... Mark the opposite of top. (BELL)	Bottom.
Sad clown, happy clown	7. Sad is the opposite of happy. This clown is sad. This clown is..... Mark the opposite of sad. (BELL)	Happy.

PROGRAM OPPOSITES 4 (2-12-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Night scene with moon, day scene with sun	8. Dark is the opposite of light. During the day it is light. At night it is..... Mark the opposite of light. (BELL)	Dark.
Thin man, fat man	9. Fat is the opposite of thin. This man is fat. This man is..... Mark the opposite of fat. (BELL)	Thin.
Boy standing in front of car, boy standing in back of car	10. Front is the opposite of back. This boy is in front of car. This boy is in..... Mark the opposite of front. (BELL)	Back of the car.
Girl crying, girl laughing	11. Crying is the opposite of laughing. This girl is crying. This girl is..... Mark the opposite of crying. (BELL)	Laughing.
Lamp on floor under table, lamp hanging from ceiling fixture above table	12. Over is the opposite of under. This lamp is hanging over the table. This lamp is standing..... Mark the opposite of over. (BELL)	Under the table.
Dirty baby, clean baby	13. Clean is the opposite of dirty. This baby is clean. This baby is..... Mark the opposite of clean. (BELL)	Dirty.
Empty glass on its side, full glass with water running down side	14. Empty is the opposite of full. This glass is empty. This glass is..... Mark the opposite of empty. (BELL)	Full.
Pillow, brick	15. Hard is the opposite of soft. The brick is hard. The pillow is..... Mark the opposite of hard. (BELL)	Soft.
Bird above bridge, bird below bridge	16. Above is the opposite of below. This bird is flying above the bridge. This bird is flying..... Mark the opposite of above. (BELL)	Below the bridge.
Lion inside cage, cage door open, lion outside cage	17. Inside is the opposite of outside. This lion is inside the cage. This lion is.... Mark the opposite of inside.	Outside.
Boy sitting on bike, boy standing next to fallen bike	18. Off is the opposite of on. This boy got off his bike. This boy is..... Mark the opposite of off. (BELL) (PUT MATERIALS AWAY)	On the bike.

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PROGRAM FAMILY RELATIONSHIPS 1 (2-06-2a)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Teacher Booklet Tape	Teacher shows booklet; children respond orally.	Children will identify families and understand the perpetuation of the family.	family baby lay eggs inside

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Today we're going to talk about families.	
Woman	1. When a mother...	
Man	2. and a father...	
Children	3. have children, they have a family.	
Man, woman, children	4. This mother, father, and their children are a family. What are they?	A family.
Turtle	5. Animals have families, too. This is a turtle. Do turtles have families?	Yes, all animals have families.
Turtle	6. Look at mother turtle. She's sleeping in the mud under the water (POINT). She sleeps under the mud all winter long. The mud is mother turtle's winter home. What is her winter home?	The mud is mother turtle's winter home.
Turtle crawling out of mud	7. Now it is summer and the sun is warm. Mother turtle wakes up and digs her way out of her winter home under the mud. Where is mother turtle's winter home?	Her winter home is under the mud.
Turtle swimming toward shore	8. Now the mother turtle leaves her winter home and swims away to find a new home. What does mother turtle do?	Mother turtle swims awa to find a new home.
Turtle walking up sandy bank	9. Mother turtle is going to have baby turtles. She's going to have a family. She leaves the water to make a home for her new family on the land. Why does she leave the water?	Mother turtle leaves th water to make a home fo her family.

PROGRAM: FAMILY RELATIONSHIPS 1 (2-06-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Turtle digging hole with back feet	10. With her back feet, mother turtle digs a hole in the soft dirt near the water. What is she doing? Mother turtle works hard; she is going to have a family. She digs and digs. The hole will be the first home for her new baby turtles. What will the hole be?	Mother turtle is digging a hole. The hole will be the first home for the new baby turtles.
Two eggs in hole	11. Mother turtle lays her eggs in the hole. Tiny baby turtles will grow inside the eggs. What will grow inside the eggs?	Baby turtles will grow inside the eggs.
More eggs in hole	12. Mother turtle lays some more eggs. Baby turtles will grow inside these eggs, too. What will grow inside the turtle eggs?	Baby turtles will grow inside the turtle eggs.
More eggs in hole	13. Look at all of these eggs. Many turtles will be born from these turtle eggs. Where do the baby turtles grow? That is all of the story we will hear today. Tomorrow we will learn more about mother turtle and her babies. (PUT MATERIALS AWAY)	The turtles grow in the eggs.

PROGRAM FAMILY RELATIONSHIPS 2 (2-06-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet. Children respond orally.	Children will identify a family and understand the perpetuation of the family.	pet dirt warm grow worm snail cover insect hatching

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Turtle eggs in hole	1. Remember how the mother turtle laid her eggs? What grows inside the eggs? (BELL)	Baby turtles grow inside the eggs.
Turtle kicking dirt into hole with hind feet	2. After the mother turtle lays her eggs she covers them with dirt. What is mother turtle doing? (BELL)	Mother turtle is covering her eggs with dirt.
Turtle covering eggs in hole	3. She covers her eggs so no one can find them. Why is she covering her eggs? (BELL)	Mother turtle hides her eggs so no one can find them.
Sun shining on covered hole, eggs visible	4a. The sun warms the turtle eggs in their home under the dirt. What warms the eggs?	The sun helps keep the eggs warm.
	b. The sun warms the little turtles in the eggs. The little turtles grow in the warm eggs. Where do the little turtles grow? (BELL)	The little turtles grow in the warm eggs.
Baby turtles crawling out of shell	5a. Look! The turtles are coming out of the eggs. They're hatching. Say hatching.	Hatching.
	b. Hatching means the turtles are breaking out of their shells. See the turtle eggs hatching? Many turtles are hatching. What is happening to the eggs? (BELL)	The eggs are hatching.

PROGRAM FAMILY RELATIONSHIPS 2 (2-06-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Baby turtles running down bank to water	6. Baby turtles can walk as soon as they're born. The baby turtles are walking to the water. Can baby turtles walk as soon as they are born? (BELL)	Yes, the baby turtles are walking to the water.
Big bird flying toward little turtles	7. Sometimes birds eat baby turtles. Turtles are food for the birds. Hurry, baby turtles! Here comes a big bird. Big birds eat little turtles. Who eats little turtles? (BELL)	Big birds eat little turtles.
Man walking toward baby turtles	8. Sometimes people like to have turtles as pets. Hurry, baby turtles! A man is coming. Men catch little turtles. Who catch little turtles? (BELL)	Men catch turtles and sell them in pet stores.
Baby turtles running down bank, reaching water	9. The turtles hurry to the water. Look! Turtles can swim as soon as they're born. The water is their home. What is the turtle's home? (BELL)	Water is home for a turtle family.
Baby turtles in water; mother catching insect	10a. The mother turtle catches some food for her babies. Turtles like to eat fish, snails, worms and insect. Who catches the food for the baby turtles? b. This mother turtle and her baby turtles are a family. What do we call the mother and her babies? (BELL)	Mother turtles get food for their babies. A family.
One turtle in water	11. Is this a turtle family? (BELL)	No, one turtle is not a family.
Cluster of turtles in water	12a. This is a turtle family. A mother turtle (POINT) and her baby turtles (POINT) are a family. What are the mother and her babies called? b. The family of turtles lives in the water. Where does the family live? (PUT MATERIALS AWAY)	The mother and her babies are a family. Mother turtle and her babies are safe in their water home.

PROGRAM PICTURE READING 12a,b,c: FAMILY RELATIONSHIPS 3a, 3b, 3c (2-07-2a), (2-07-3a), (2-07-4b)*

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows pictures and plays tape.	Children will echo parallel life story of turtles and birds.	dig hatch dirt swim hole sun fly

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) Listen carefully and say just what I say. (BELL)	
Turtle digging out of mud/bird flying	1a. Mother turtle is digging out of the mud. b. Mother bird is flying up from the south. (BELL)	
Turtle digging hole in soft dirt/ bird building nest	2a. She is digging a hole in the soft dirt. b. She is building a nest in the tall tree. (BELL)	
Turtle laying eggs in hole/ bird laying eggs in nest	3a. Mother turtle lays her eggs in the hole. b. Mother bird lays her eggs in the nest. (BELL)	
Turtle covering eggs with sand/bird covering eggs with body	4a. Mother turtle covers her eggs with sand. b. Mother bird covers her eggs with her body. (BELL)	
Sun shining on turtle eggs/bird sitting on eggs	5a. The sun keeps the turtle eggs warm. b. Mother bird keeps the bird eggs warm. (BELL)	
Baby turtles hatching/ baby birds hatching	6a. Oh, look! The baby turtles are hatching! b. Oh, look! The baby birds are hatching! (BELL)	

*See Picture Reading 5

PROGRAM PICTURE READING 12a: FAMILY RELATIONSHIPS 3a (2-07-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Baby turtles walking/ baby birds in nest	7a. Baby turtles can walk when they are first born. b. Baby birds cannot fly when they are first born. (BELL)	
Mother turtle leading baby turtles to water/ Mother bird on limb with some baby birds flying	8a. Mother turtle takes her babies for a swim. b. Mother bird teacher her babies how to fly. (BELL)	
Baby turtles bigger, swimming and walking away, mother turtle with neck pushed out as far as possible/Baby birds feathered and bigger, flying away, mother bird on branch of tree with empty nest	9a. Now the baby turtles are bigger. Mother turtle says, "Goodbye, babies!" b. Now the baby birds are bigger. Mother bird says, "Goodbye, babies!" (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM FAMILY RELATIONSHIPS 4: SUNFISH FAMILY (2-08-3a)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Teacher Booklet Tape	Teacher presents taped commentary and elicits choral responding.	Describe the development and function of a sunfish family.	spider sunfish strong hatch ocean

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) We are going to learn about a new family today. But first...	
One spider	1. What is this? Is this a family?	A spider. No, one spider is not a family.
Mother with baby turtles	2. Is this a family? What kind of family is this?	Yes. This is a turtle family.
Spiders, turtle	3. Is this a family?	No, spiders and turtle are not in the same family.
Cat, kittens	4. Is this a family?	Yes, mother cat and her kittens are a family.
Mouse, rabbits	5. Is this a family?	No, a mouse and rabbits do not make a family.
Sunfish in ocean	6. Now we'll look at another kind of family: A family of fish. This is father sunfish. Say sunfish. Father sunfish lives in the ocean. Where does father sunfish live?	Sunfish. Father sunfish lives in the ocean.
Father sunfish making hole in sand	7. Look! Father sunfish is digging a hole in the sand with his mouth. Who is digging a hole?	Father sunfish is digging a hole in the sand.
Close-up of hole	8. Father sunfish made a hole in the sand at the bottom of the ocean. Where did he make a hole? This hole in the sand under the water will be a hole for his family. What will this hole be?	He made a hole in the sand at the bottom of the ocean. This hole will be a home for his family.

PROGRAM: FAMILY RELATIONSHIPS 4 (2-08-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Father, mother sunfish	9. What does father sunfish need to make a family?	He needs a mother sunfish.
Sunfish over hole	10. The father sunfish takes the mother sunfish to their home in the sand. Where does father sunfish take the mother sunfish?	To their home in the sand.
Mother sunfish over hole, eggs dropping	11. See the long string of fish eggs? Mother sunfish lays her fish eggs in the hole. What is mother sunfish doing? What do you think will grow inside these eggs?	She is laying a string of eggs in the hole. Baby sunfish will grow inside these eggs.
Mother sunfish swimming away from hole	12. After laying her eggs, mother sunfish swims away. Who swims away?	Mother sunfish swims away.
Father sunfish guarding eggs	13. Father sunfish stays with the eggs. He guards his home. He takes care of the eggs. He is a good father. Who stays to take care of the eggs? Does the mother sunfish stay with the eggs?	Father sunfish stays at home to take care of the eggs. No, she swims away.
Sunfish chasing big fish	14. A big fish tries to eat the eggs that father sunfish is guarding. What will father fish do?	He will chase the big fish away.
Sunfish near eggs; big fish nearby	15. Who takes care of the sunfish family?	Father sunfish protects his family.
Baby fish hatching	16. Look! The eggs are beginning to hatch. What do you think will come out of the eggs?	Little fish will hatch from these eggs.
Many baby fish about nest	17. Many little fish hatch out of the eggs. Father sunfish is with his family. Father sunfish and the baby sunfish are a family. What are they?	Father and his babies are a family.
Father, baby fish	18. Is this a family? Does one fish make a family?	Yes, this is a fish family. No, there are many fish in a fish family.
	(PUT MATERIALS AWAY)	

PROGRAM FAMILY RELATIONSHIPS 5 (2-10-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and shows booklet.	Children will describe the life of a robin family.	robin nest stick string string insect guard family

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Tree with two robins flying with supplies	1a. See the tall tree. Who is building a home here? b. These birds are called robins. Say, "robins." c. Mother and father robin are building their home in this tree. What are they building? d. A bird's home is called a nest. Mother and father robin are building a nest. What are they building? (BELL)	Two birds. Robins. Mother and father robin are building their home. The robins are building a nest.
Robin picking up sticks with beak	2. Mother robin works hard. She flies to get sticks and mud for her nest. What is mother robin getting? (BELL)	Mother robin is getting sticks and mud to build her nest.
Robin with string near partially built nest	3. Father robin flies to get some string. What does he get? (BELL)	Father robin gets some string for the nest.
Robin flying away from larger nest	4. More than one hundred times a day mother robin flies to get something for the nest. She works very hard. Who works hard? (BELL)	Mother robin works hard.
Mother building, father approaching with twig	5. Father robin helps, too. He brings many things for the nest. Who helps mother robin? (BELL)	Father robin helps mother robin build the nest.
Robins getting grass	6. Mother and father robin find grass for the nest. What are they getting for the nest now? The grass makes a soft place for mother robin to lay her eggs. (BELL)	The robins are getting grass for the nest.

PROGRAM FAMILY RELATIONSHIPS 5 (2-10-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Four eggs in nest	7. Look! Mother robin has laid four eggs in the round, soft nest. How many eggs do you see? (BELL)	Four; mother robin laid
Robin on nest	8a. Mother robin sits on the eggs to keep them warm. Why does mother robin sit on the eggs?	Mother robin keeps the eggs warm with her body.
	b. Baby birds grow inside the warm eggs. Baby birds will not grow if the eggs are cold. What grows inside the eggs? (BELL)	Baby birds grow inside the warm eggs.
Robin singing in tree, nest and mother visible	9. Father robin sings: "Stay away from my nest, stay away from my nest." Father robin helps to guard the nest. What does father robin do?..... Father robin helps keep mother robin and the eggs safe. (BELL)	Father robin helps to guard the nest.
Two whole eggs, two cracked eggs with birds emerging	10. Look! The eggs are hatching! What are the eggs doing? The baby birds are breaking out of their egg shells. (BELL)	The eggs are hatching.
Mother robin on edge of nest, babies in nest,	11a. Mother and father robin have some baby robins now. What do they have?	Mother and father robin have baby robins.
	b. Baby robins cannot fly when they are born. They can't even hop around. They must stay in the nest. Where do they stay? (BELL)	They stay in the nest. The nest is their home.
Robin feeding babies	12a. They cannot hop. They cannot fly. All they can do is eat. What can they do?	All they can do is eat!
	b. While mother feeds the babies father robin is away finding insects for the baby robins to eat. What do robins eat? (BELL)	Robins eat insects.
All robins out of nest, flying	13. When the baby birds are bigger and stronger they learn to fly. Mother and father robin are teaching the babies to fly. What are they doing? (BELL)	Mother and father are teaching their babies to fly.
One robin flying	14. Is this a robin family? (BELL)	No, one robin is not a family.
(SAME AS #13)	15. Is this a robin family? (BELL) (PUT MATERIALS AWAY)	Yes, this is a robin family.

PROGRAM FAMILY RELATIONSHIPS 6 (2-11-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet. Children respond orally.	Children will understand the perpetuation of the dog and other mammals and distinguish between egg layers and non-egg layers.	yard puppy body lick bed newspaper

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Dog in yard in front of house	(HOLD UP BOOKLET) (BELL) 1a. This dog is named Fluffy. Fluffy is going to have babies. She is looking for a safe quiet home to have her family. What is she looking for? b. First she looks in the house and then in the yard. Where is she looking? (BELL)	She is looking for a safe, quiet home to have her babies. Fluffy is looking in the house and in the yard.
Side view of dog showing enlarged body	2. Baby dogs are growing in a special place inside Fluffy's body. What is growing inside Fluffy's body? (BELL)	Baby dogs are growing inside mother dog's body.
Boy in garage, bringing empty box to dog	3a. Bobby knows that Fluffy is going to have babies. He wants to help Fluffy find a safe, quiet place for her babies. How does Bobby help? b. "Here is a box, Fluffy. You can use it for your home," said Bobby. "A box will make a good home for your family." What does Bobby think will make a good home for Fluffy's family? (BELL)	He wants to help Fluffy find a safe, quiet place for her babies. Bobby thinks a box will make a good home.
Boy carrying newspaper	4. Bobby brings clean newspaper to put in the box. What does Bobby bring to put in the box? (BELL)	Clean newspaper.
Dog tearing newspaper	5. Fluffy is tearing the newspaper. Torn newspaper makes a soft bed for the new babies. Babies will sleep in the bed when they are born. What will the babies sleep in when they are born? (BELL)	A bed made out of newspaper.

PROGRAM FAMILY RELATIONSHIPS 6 (2-11-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Dog looking at puppy	6a. Look, there is Fluffy's first baby. A baby dog is called a puppy. What is a baby dog called?	The baby dog is called a puppy.
	b. A new puppy can't run and play. He is not very strong; he can hardly walk. Can a new puppy run and play?	No, a new puppy is not very strong.
	c. A new baby dog needs his mother. What does the puppy need? (BELL)	The puppy needs his mother.
Dog licking new puppy	7a. Fluffy licks her puppy to make him warm and clean. Why is she licking him?	The mother licks the puppy to make him warm and clean.
	b. She is a good mother. A mother and her puppy are a family. What are they? (BELL)	A mother and her puppy are a family.
Dog with two puppies	8a. Another baby dog is born. He is little, too. New puppies cannot see at first. They need a mother. What do puppies need?	New puppies need a mother.
	b. Can puppies take care of themselves? (BELL)	No, they cannot take care of themselves.
Dog with three puppies.	9a. Another baby dog is born. Tell me how many puppies does Fluffy have now?	She has three puppies.
	b. The new puppies are very little. They can't see. Do they need a mother?	Yes, new puppies need a mother.
	c. A mother dog and her puppies are a family. Is this a dog family? (BELL)	Yes, a mother and her puppies are a family.
One dog	10. Is this a dog family? (BELL)	No, one dog is not a family.
Dog, cat, rabbit	11. Is this a family? (BELL)	No, a dog, a cat and a rabbit cannot be a family.
Mother rabbit and baby	12. Is this a family? (BELL)	Yes, mother rabbit and her babies are a rabbit family.

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PROGRAM FAMILY RELATIONSHIPS 6 (2-11-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Fish, turtle, bird	13. Fish, turtles, and birds lay eggs to have a family. What do they do? (BELL)	Fish, turtles and birds lay eggs to have a family.
Dog, cat, rabbit, mouse	14a. Other animals do not lay eggs. These animals have babies that grow in a special place in their mother's body. Do all animals lay eggs?	No, some animals do not lay eggs.
	b. Dogs, cats, rabbits, and mice are animals. They do not lay eggs to have a family. Do these animals lay eggs? (BELL)	No, these animals do not lay eggs.
Elephant, bear, beaver	15. Here are some other animals that do not lay eggs. Elephants, bears and beavers are animals whose babies grow in a special place in their mother's body. Do they lay eggs? (BELL)	No, these animals do not lay eggs; the baby grows inside the mother's body.
Cow, deer, goat, horse	16a. Cows, deer, goats and horses are also animals whose babies grow inside the mother. Do these animals lay eggs?	No, these animals do not lay eggs.
	b. Where do the babies grow? (BELL)	These animal babies grow inside their mother's body.
	(PUT MATERIALS AWAY)	

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PROGRAM FAMILY RELATIONSHIPS 7 (2-12-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and shows booklet. Children respond orally.	Children will understand the perpetuation of a human being.	mother father sister buy children hospital blanket

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Parents, boy and girl (Mother in various stages of pregnancy during story)	1. This is the Smith family. This is Mother, Father, Bob and Jane Smith. A mother, father and their children are a family. What is a family? Let's count the number of people in the Smith family. 1-2-3-4. How many people are in the Smith family? (BELL)	Mother, father and children are a family. There are four people in the Smith family.
Parents sitting on couch, children on floor facing parents, father talking	2. "We have a surprise for you," said Mr. Smith. "Yes," said Mommy, "we're going to have a new baby." What's the surprise?	The Smith's are going to have a baby.
Same as #2, Jane talking.. thoughts show babies lined up in store	3. "Oh good," said Jane. "Where do you buy a baby?" "You don't buy a baby," said Mr. Smith. Do you buy a baby? (BELL)	No, you don't buy a baby.
Same as #2, Bob talking.. thoughts show mother sitting on egg	4. "Does Mommy lay eggs and hatch them to have a baby like birds and turtles?" asked Bob. "No," said Bob's father. "Mommy doesn't lay eggs to have a baby." Does Mrs. Smith lay eggs to have a baby? (BELL)	No, people don't lay eggs to have babies.
Father pointing to mother's stomach, children looking	5. The baby grows in a special place in Mommy's body. Where does the baby grow? (BELL)	The baby grows in a special place in Mommy's body.
Pictures of mother's stomach growing	6. It takes a long time for a baby to grow big enough to be born. Mrs. Smith's body grew bigger and bigger and bigger, because the baby was growing bigger and bigger inside her. Why did her body get bigger? (BELL)	The baby was growing bigger and bigger inside her.

PROGRAM FAMILY RELATIONSHIPS 7 (2-12-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Boy and girl with hand on mother's stomach	7. Bob and Jane could feel the baby kick inside mother. What could they feel? (BELL)	They could feel the baby kick inside mother.
Family talking	8. "Will the baby be a boy or a girl?" asked Jane and Bob. "We won't know until the baby is born," said Father. When will they know if the baby is a girl or a boy? (BELL)	They'll know if it's a boy or girl when the baby is born.
Mother, father with suitcase, kissing children goodbye; grandmother with children	9. It's time for mother to have her baby. Father is taking her to the hospital. Grandma will take care of Bob and Jane. "Goodbye," said Mother. "I'll be home in a few days with our new baby." Where is Mother going? (BELL)	Mother is going to the hospital to have her baby.
Father talking on phone/ children listening on home phone	10. Bob and Jane and Grandma waited and waited. At last the phone rang. It was Father. "Mommy had a baby girl," he said. "You have a baby sister." What do Bob and Jane have now? (BELL)	Bob and Jane have a new baby sister.
Parents coming up walk, mother carrying baby in blanket	11. A few days later Mother came home from the hospital. She was carrying something in a blanket. What do you think it was? (BELL)	A baby!
Parents, children sitting on couch; baby on father's lap, children looking at baby	12. "Here is your new baby sister," said Mommy. "Her name is Nancy. Now we have another person in our family." Let's count the number of people in the Smith family, 1-2-3-4-5. How many people in the Smith family now? (BELL)	Now there are five people in the Smith family.
	(PUT MATERIALS AWAY)	

PROGRAM FAMILY RELATIONSHIPS 8 (2-12-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Cards Tape	Teacher shows booklet and children respond orally. Children sequence picture cards.	Children will sequence the growth of a human being from birth to preschool age.	lie watch walk crawl ride stand crib tricycle

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Bob and Jane looking at baby in crib	1. One day Bob and Jane were looking at their new baby sister. "Our new baby can't do anything by herself. All she does is sleep and eat and cry," said Bob. "She just lies in bed all day," said Jane. Can baby Nancy do anything by herself? (BELL)	No, Nancy can't do anything by herself.
Mother talking to Bob and Jane	2. Mother said, "Bob and Jane, when you were new babies all you could do was lie in a crib, too." Could Bob and Jane do anything by themselves when they were new babies? (BELL)	No, when Bob and Jane were babies they couldn't do anything by themselves.
Mother, Bob, Jane sitting down with photo album	3. Mother said, "Let's look at some pictures of you when you were little babies." "That will be fun," said Bob and Jane. (BELL)	
Picture in album of Jane as baby lying in crib looking at mobile	4. "Look Jane, when you were a new baby you liked to lie in your crib. You liked to watch things moving above you." (POINT) What did Jane do when she was a new baby? (BELL)	Jane watched things move above her.
Picture in album of Jane crawling	5. "Look at me!" said Jane. "Here I am learning to crawl!" Is Jane learning to get around by herself? (BELL)	Jane is beginning to get around by crawling.
Jane as baby, holding mother's hand, walking	6. What did Jane learn to do next? (BELL)	She learned to stand up and walk.
Jane, same size as in story, riding tricycle	7. "Now I'm a big girl," said Jane. "I can ride a tricycle." What can Jane do now? (BELL)	Jane can ride a tricycle.

PROGRAM FAMILY RELATIONSHIPS 8 (2-12-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Mother talking with Bob and Jane	8. "You see," said Mother, "Nancy is a tiny baby now. She just lies in her crib. But soon she will be a big girl." What will she be able to do then? (BELL)	She'll crawl, and then walk, and do many other things.
Bob in crib Bob crawling Bob walking Bob on tricycle	9. (HAND OUT FOUR PICTURES TO EACH CHILD) Here are some pictures of Bob. Bob learned things the same way Jane did. You put Bob's pictures in order to show how he grew from a new baby into a big boy.	
	10. (PUT FOUR PICTURES IN PROPER ORDER) Are your pictures like mine? Look and see. What did Bob do first?	First Bob just stayed in his crib.
	What did he do next?	Next Bob learned to crawl.
	Then what did he do?	Then he learned to walk.
	What did he do last?	Last he learned to ride a tricycle.
	(PUT MATERIALS AWAY)	

PROGRAM FAMILY RELATIONSHIPS 9 (2-12-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify various animal families.	family

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
Turtle; turtle and babies	1. Here are two pictures. One of them is an animal all by itself. The other is a mother and her babies. One of these pictures is a family. Mark the family. (BELL)	Mother turtle and her babies are a family.
Mother and children; mother and puppies	2. Mark the family. (BELL)	Mother and her children are a family.
Fish; fish and babies	3. Mark the family. (BELL)	Mother fish and her babies are a family.
Bird; father, mother and baby birds	4. One of these is a family. Mark the family. (BELL)	Mother, father and baby birds are a family.
Dog, puppies; dog, kitten	5. Which one is a family? Mark it. (BELL)	Mother dog and her puppies are a family.
Mother; mother, father, and baby	6. Mark the family. (BELL)	Father, mother and baby are a family.
Bear and cubs; bear and rabbits	7. Mark the family. (BELL)	Mother bear and her cubs are a family.
Elephant and beaver; elephant and babies	8. Mark the family. (BELL)	Mother elephant and her babies are a family.
Cat and kittens; woman and puppy	9. Mark the family. (BELL)	Mother cat and her kittens are a family.
Beaver and babies; fish and turtles	10. Mark the family. (BELL) (PUT MATERIALS AWAY)	Mother beaver and her babies are a family.

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PROGRAM PROBLEM SOLVING 1: NEGATION 1 (1-03-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children mark booklets according to taped directions.	Children will understand meaning of word "not" by selecting correct answer.	not

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Now, we are going to mark in another book. Turn the page. (CHECK TO SEE ALL CHILDREN ARE ON SAME PAGE)	
5 rabbits, 1 clock	1. Look at the pictures. One of the pictures is not a rabbit. Mark the picture which is not a rabbit. (BELL)	The clock is not a rabbit.
5 mice, 1 shoe	2. Look at the pictures on this page. Mark the picture which is not a mouse. (BELL)	The shoe is not a mouse.
4 umbrellas, 1 fish	3. Mark the picture which is not an umbrella. (BELL)	It's the fish.
4 cakes, 1 girl	4. Mark the picture which is not a cake. (BELL)	It's the girl.
3 ducks, 1 cat	5. Mark the picture which is not a duck. (BELL)	It's the cat.
3 apples, 1 banana	6. Mark the picture which is not an apple. (BELL)	It's the banana.
2 birds, 1 teapot	7. Mark the one which is not a bird. (BELL)	It's the teapot.
2 flowers, 1 bicycle	8. Mark the one which is not a flower. (PUT MATERIALS AWAY)	It's the bicycle.

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PROGRAM PROBLEM SOLVING 2: NEGATION 2 (1-03-3b)

MATERIALS:	**GENERAL PROCEDURE:**	**OBJECTIVE(S):**	**VOCABULARY:**
Student Booklets Marking pens	Teacher presents taped commentary and supervises marking booklet.	Respond appropriately to "not" in marking booklet.	

VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS)		
Spoon, spoon, dish	1. Look at these pictures. Mark the one that is not a spoon. Remember, turn the page.	(BELL)	The green spot tells you when you find the answer The red spot tells you to look again. Did your spot turn green Green tells you found the answer.
Teapot, fish, fish	2. Mark the one that is not a fish.	(BELL)	
Shoe, clown	3. Mark the one that is not a shoe.	(BELL)	
Hand, foot	4. Mark the one that is not a hand.	(BELL)	
Pig, turtle	5. Mark the one that is not a turtle.	(BELL)	
Chair, table	6. Which one is not a table? Mark it.	(BELL)	Did you find the answer? If you got a red spot, try again.
Horse, dog	7. Which one is not a horse? Mark it.	(BELL)	
Boy riding bike, boy skating	8. Which boy is not riding a bike? Mark it.	(BELL)	
Girl skipping rope, girl painting	9. Which girl is not painting? Mark it.	(BELL)	
Baby crying, baby crawling	10. Which baby is not crying? Mark it.	(BELL)	
Dog sitting, dog walking	11. Which dog is not sitting down? Mark it.	(BELL)	
Pig walking with basket, pig reading book, wearing glasses	12. Which pig is not wearing glasses? Mark it.	(BELL)	
	(PUT MATERIALS AWAY)		

PROGRAM PROBLEM SOLVING 3: NEGATION 3 (1-04-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher hands out booklets. Children respond to taped directions by marking in booklet.	Children will understand meaning of the word <u>not</u> by selecting correct response.	not

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS. REMIND CHILDREN THAT GREEN MEANS THEY FOUND THE ANSWER; RED MEANS LOOK AGAIN) (BELL)	
<u>Wagon</u>, boy	1. Put your finger on the boy. Now mark the picture that is <u>not</u> a boy. (BELL)	A wagon is <u>not</u> a boy.
Rattle, <u>key</u>	2. Put your finger on the rattle. Mark the picture that is <u>not</u> a rattle. (BELL)	A key is <u>not</u> a rattle.
Brush, <u>bat</u>	3. Find the brush. Mark the picture that is <u>not</u> a brush. (BELL)	A bat is <u>not</u> a brush.
Fire engine, <u>train</u>	4. Look at the fire engine. Mark the one that's <u>not</u> a fire engine. (BELL)	Green means you found the answer. Red means look again.
<u>Basket</u>, wagon	5. Look at the wagon. Mark the one that's <u>not</u> a wagon. (BELL)	The basket is <u>not</u> a wagon. Green means you found the answer.

PROGRAM PROBLEM SOLVING 3: NEGATION 3 (1-04-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Sitting cat, head of cat	6. One of the cats is hiding. You see just his head. Put your finger on that cat. Point to the cat that is not hiding. Mark the cat that is not hiding. (BELL)	
Boy's shoes, lady's shoe	7. One of these is a lady's shoe. Point to the one that is not a lady's shoe. Mark the one that's not a lady's shoe. (BELL)	
Girl with cat, girl with no cat	8. One girl has a little cat. Point to the girl that does not have a little cat. Mark it. (BELL)	
Ball, football	9. One of the balls is round. Mark the one that is not round. (BELL)	
Girl, boy on scooter	10. One of these children is a boy. Mark the one that is not a boy. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 13: NEGATION 4 (1-11-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher presents taped commentary and supervises booklet marking.	Respond appropriately to a negative statement in marking booklet.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS)	
Lady, chair	1. Put your finger on the chair. Now mark the picture that is not a chair. (BELL)	
House, ring	2. Point to the house. Now mark the picture that is not a house. (BELL)	
Ball, dog	3. Point to the dog. Mark the one that is not a dog. (BELL)	
Hat, apple	4. Point to the hat. Mark the one that is not a hat. (BELL)	
Television, bike	5. Mark the picture that is not a bike. (BELL)	
Slice of cake, ice cream cone	6. Mark the one that is not an ice cream cone. (BELL)	
Dog, cat	7. Mark the animal that is not a dog. (BELL)	
Fork, spoon	8. Mark the picture that is not a fork. (BELL)	
Man carrying basket, man holding dog	9. Mark the man who does not have a dog. (BELL)	
Girl, hair ribbon; girl, no hair ribbon	10. Mark the girl who does not have a ribbon in her hair. (BELL)	
Tiger in cage, tiger	11. Mark the tiger that is not in a cage. (BELL)	
Decorated Xmas tree, tree with leaves	12. Mark the picture that is not a Christmas tree. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 6: SEQUENCING 1 (1-06-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher plays tape and shows booklet.	Children will identify the first, middle, and last picture ordered from left to right.	first middle last order

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(ALL OBJECTS FACE LEFT)	(HOLD UP BOOKLET) Today you are going to see some pictures in order. You will tell me which one is first, which one is in the middle, and which one is last. (BELL)	
Boy, girl, dog	1. Here are three pictures in order. a. The boy is the first picture. Where is the boy? b. The girl is in the middle. Where is the girl?	The boy is first. The girl is in the middle.
	c. The dog is the last picture. Where is the dog? (BELL)	The dog is last.
Dog on chair, boy on table, girl on ladder	2. Here are some more pictures. a. The dog is first. Where is the dog? b. Tell me where the boy is. c. The girl is last. Where is the girl. (BELL)	The dog is first. The boy is in the middle. The girl is last.
Girl on bicycle, dog in wagon, boy on scooter	3. Here are the pictures again. a. The girl is first. Where is the girl? b. The dog is in the middle. Where is the dog? c. Tell me where the boy is. (BELL)	The girl is first. The dog is in the middle. The boy is last.

PROGRAM PROBLEM SOLVING 6: SEQUENCING 1 (1-06-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Red car, green car, yellow car	4. Here are some cars in a race. a. The red car is first. Where is the red car? b. Where is the green car? c. Where is the yellow car? (BELL)	The red car is first. In the middle. Last.
Yellow car, red car, green car	5a. Here are the cars again. Where is the yellow car? b. Where is the red car? c. Where is the green car? (BELL)	First. In the middle. Last.
Elephant, monkey, mouse	6. Here are some animals in a race. a. Where is the elephant? b. Where is the monkey? c. Where is the mouse? (BELL)	First. In the middle. Last.
Mouse, monkey, elephant	7. Here are the animals again. a. Where is the mouse now? b. Where is the monkey? c. Where is the elephant?	First. In the middle. Last.
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 7: SEQUENCING 2 (1-06-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Teacher presents taped commentary and supervises booklet marking.	Respond appropriately to first, middle, and last in marking booklet.	

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS)	
Dog, cat, horse	1. Here are some animals. Mark the first animal. (BELL)	The dog is first.
Dog, cat, horse	2. Here are the animals again. Mark the animal in the middle. (BELL)	The cat is in the middle.
Dog, cat, horse	3. This time mark the last animal. (BELL)	The horse is last.
Boat, train, airplane	4. Here are some different pictures. Mark the first picture. (BELL)	The boat is first.
Boat, train, airplane	5. Mark the picture in the middle. (BELL)	The train is in the middle
Boat, train, airplane	6. Mark the last picture. (BELL)	The airplane is last.
Car, bicycle, skate	7. Here are some pictures of toys. Mark the first picture. (BELL)	The car is first.
Car, bicycle, skate	8. Mark the picture in the middle. (BELL)	The bicycle is in the middle.
Car, bicycle, skate	9. Mark the last picture. (BELL)	The roller skate is last.
Baby, boy, man	10. Here are some pictures of people. Mark the first picture. (BELL)	The baby is first.
Baby, boy, man	11. Mark the middle picture. (BELL)	The boy is in the middle.
Baby, boy, man	12. Mark the last picture. (BELL)	The man is last.
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 8: SEQUENCING 3 (1-07-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify pictures which are first, next and last in a story sequence.	first next last

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
		(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark in our booklets. (BELL)	
Man walking up to ladder Man climbing ladder Man on top of ladder	1a.	These pictures tell a story of a man climbing a ladder. (POINT TO EACH PICTURE) First the man walks up to the ladder. Then he climbs the ladder and then he stands on top of the ladder. Now, you mark the picture that shows what happens first in the story. (BELL)	The picture of the man walking up to the ladder shows what happens first.
Man walking up to ladder Man climbing ladder Man on top of ladder	b.	Here are the pictures again. Mark the picture that shows what happens next in the story. (BELL)	The picture of the man climbing the ladder shows what happens next.
Man walking up to ladder Man climbing ladder Man on top of ladder	c.	Here are the pictures again. Mark the picture that shows what happens last in the story. (BELL)	The picture of the man on top of the ladder shows what happens last.
Mother picking up knife Mother cutting pie Mother putting pie on plate	2a.	Here are pictures that tell a story of a mother cutting a pie. (POINT TO EACH PICTURE) First, the mother picks up the knife. Next, she cuts the pie. And last, she puts the pie on the plate. Now, you mark the picture that shows what happens first in the story. (BELL)	The picture of mother picking up the knife shows what happens first.

PROGRAM PROBLEM SOLVING 8: SEQUENCING 3 (1-07-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Mother picking up knife Mother cutting pie Mother putting pie on plate	2b. Mark the picture that shows what happens next in the story. (BELL)	The picture of mother cutting the pie shows what happened next.
Mother picking up knife Mother cutting pie Mother putting pie on plate	c. Mark the picture that shows what happens last in the story. (BELL)	The picture of mother putting a piece of pie on the plate shows what happened last.
Man opening garage door Man driving into garage Man closing garage door	3a. These pictures tell a story about a man putting his car in a garage. (POINT TO EACH PICTURE) First, he opens the garage door. Next, he drives into the garage. And last, he closes the garage door. Now, mark the picture that shows what happens first in the story. (BELL)	The picture of the man opening the garage door shows what happens first.
Man opening garage door Man driving into garage Man closing garage door	b. Mark the picture that shows what happens next in the story. (BELL)	The picture of the man driving into the garage shows what happens next.
Man opening garage door Man driving into garage Man closing garage door	c. Now, mark the picture that shows what happens last in the story. (BELL) (PUT MATERIALS AWAY)	The picture of the man closing the garage door shows what happens last.

PROGRAM PROBLEM SOLVING 9: SEQUENCING 4 (1-07-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify pictures which are first, next and last in a story sequence.	first next last

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Today we are going to mark in our booklets. (BELL)	
Boy picking up shoe, boy putting shoe on foot, boy standing with shoe on	1a. These pictures are in a line and tell a story. (POINT TO EACH) The pictures show a boy putting on his shoe. First, the boy picks up his shoe. Next, he puts his foot into it. And the last picture shows him with his shoe on. Now, you mark the picture that shows what happens first in the story. (BELL)	The picture of the boy picking up his shoe shows what happens first.
Boy picking up shoe, boy putting shoe on foot, boy standing with shoe on	b. Here are the pictures again. Mark the picture that shows what happens next in the story. (BELL)	The picture of the boy putting his foot in the shoe shows what happens next.
Boy picking up shoe, boy putting shoe on foot, boy standing with shoe on	c. Now, mark the picture that shows what happens last in the story. (BELL)	The picture of the boy with his shoe on shows what happens last.
Cat walking up to window, cat jumping thru window, cat landing on ground on other side of window	2a. Here are some more pictures. These pictures tell a story about a cat going through a window. (POINT TO EACH PICTURE) First, the cat walks up to the window. Next, he jumps through the window. And last, he lands on the ground on the other side of the window. Now, you mark the picture that shows what happens first in the story. (BELL)	The picture of the cat walking up to the window shows what happens first.

PROGRAM PROBLEM SOLVING 9: SEQUENCING 4 (1-07-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Cat walking up to window, <u>cat jumping through window</u>, cat landing on ground on other side of window	2b. Mark the picture that shows what happens next in the story. (BELL)	The picture of the cat jumping thru the window shows what happens next.
Cat walking up to window, cat jumping thru window, <u>cat landing on ground on other side of window</u>	c. Now, mark the picture that shows what happens last in the story. (BELL)	The picture of the cat landing on the ground on the other side of the window shows what happens last.
(POOL AND DIVING BOARD ARE VISIBLE IN EACH PICTURE)	3a. Here are some more pictures. These pictures tell a story about a boy jumping into a swimming pool. (POINT TO EACH PICTURE) First, the boy stand on the diving board. Next, he is going through the air. And last, he goes into the water. Now, you mark the picture that shows what happens first in the story. (BELL)	
<u>Boy standing on board</u>, boy jumping into water, boy going into water		The picture of the boy standing on the diving board shows what happens first.
Boy standing on board, <u>boy jumping into water</u>, boy going into water	b. Mark the picture that shows what happens next in the story. (BELL)	The picture of the boy going through the air shows what happens next.
Boy standing on board, boy jumping into water, <u>boy going into water</u>	c. Now, mark the picture that shows what happens last in the story. (BELL)	The picture of the boy going into the water shows what happens last.
	(PUT MATERIALS AWAY)	

PROGRAM: PROBLEM SOLVING 10: SEQUENCING 5 (1-07-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
6 sets of picture cards 6 sequence formats	Children sequence cards illustrating parts of a nursery rhyme.	Children will describe pictures of a nursery rhyme, tell correct dialogue of nursery rhyme and order pictures in their correct	market home roast beef cried

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Today we will learn a nursery rhyme about five little pigs.	
Card #1	1. Let's all look at the pictures and say the rhyme together. (PLACE CARD #1 ON SEQUENCE FORMAT) This little pig went to market.	This little pig went to market.
Card #2	2. (PLACE CARD #2 ON FORMAT) This little pig stayed home.	This little pig stayed home.
Card #3	3. (PLACE CARD #3 ON FORMAT) This little pig ate roast beef.	This little ate roast beef.
Card #4	4. (PLACE CARD #4 ON FORMAT) This little pig had none.	This little pig had none.
Card #5	5. (PLACE CARD #5 ON FORMAT) This little pig cried wee, wee, wee all the way home.	This little pig cried wee, wee, wee all the way home.
	6. Let's tell the nursery rhyme again. (HOLD UP CARD AND SAY:) This little pig..... (WAIT FOR CHILDREN TO FINISH LINE. REPLACE CARD IN CORRECT SPOT AND PICK UP NEXT CARD, ETC.)	
	7. (HAND OUT SET OF CARDS AND SEQUENCE FORMAT TO EACH CHILD. CARDS IN RANDOM ORDER) Now each of you is going to get all the pictures for the rhyme. Spread them out on the table so you can see all five pigs.	

PROGRAM PROBLEM SOLVING 10: SEQUENCING 5 (1-07-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	8. (PLACE PIGS ON FORMAT AS THEY ARE DISCUSSED) Here's my picture of the fat little pig going to market. Put it <u>first</u>. (POINT) Put it way over here. Say: This little pig went to market. 9. Here's my picture of the little pig that stayed home. Find your picture of the pig that stayed home. Put it <u>next</u>. Put it right next to the first little pig. Say: This little pig stayed home. 10. Here's my little pig who ate roast beef. Find your little pig who ate roast beef. Put him <u>next</u>. Say: This little pig ate roast beef. 11. Here's my little pig that had none. Find your little pig that had none. Put him <u>next</u>. Say: This little pig had none. 12. Here's the last pig. Find your picture of the little pig who cried wee, wee, wee all the way home. Put him <u>last</u>. Say: This little pig cried wee, wee, wee all the way home. 13. Now let's point to the pigs and read the pictures again. (POINT TO EACH PICTURE AND START EACH LINE WITH ONLY:) This little piggy..... (NOTE: BE SURE PICTURES FACING CHILDREN ARE IN CORRECT POSITION - LEFT TO RIGHT - FOR CHILDREN)	

PROGRAM PROBLEM SOLVING 10: SEQUENCING 5 (1-07-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	14. (TAKE CARDS, SHUFFLE AND HAND OUT) Now do it by yourselves. Put the cards the way they should go. (CHECK TO SEE THAT CHILDREN'S CARDS ARE IN ORDER. IF NOT, ARRANGE CORRECTLY.) 15. Now let's say the rhyme together. (POINT TO EACH) This little pig went to market. 16. This little pig stayed home. 17. This little pig had roast beef. 18. This little pig had none. 19. And this little pig cried wee, wee, wee all the way home. Now you know the nursery rhyme about the little pigs. (PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 11: SEQUENCING 6 (1-08-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify pictures which are first, next, and last in a story sequence.	first next last

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
<u>Dog looking at ham</u>, dog chewing on ham, dog walking away from ham bone	1a. (HOLD UP BOOKLET) These pictures tell a story about a dog eating some meat. Point to each picture as I tell the story. (POINT TO EACH PICTURE IN TURN) First, the dog sees the meat. Then he chews the meat. And last, he walks away from the bone. Now, you mark the picture that shows what happens first in the story. (BELL)	The dog looking at the bone shows what happens first.
Dog looking at ham, <u>dog chewing on ham</u>, dog walking away from ham bone	b. Mark the picture that shows what happens next in the story. (BELL)	The dog chewing the meat shows what happens next.
Dog looking at ham, dog chewing on ham, <u>dog walking away from ham bone</u>	c. Now mark the picture that shows what happens last in the story. (BELL)	The dog walking away from the bone shows what happens last.
<u>Man digging hole</u>, man placing tree in hole, man walking away from tree	2a. These pictures tell a story about a man planting a tree. Point to each picture as I tell the story. (POINT TO EACH PICTURE IN TURN) First, the man digs a hole. Then he puts the tree in the hole. And last, he fills up the hole and walks away.	

PROGRAM PROBLEM SOLVING 11: SEQUENCING 6 (1-08-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Now, you mark the picture that shows what happens first in the story. (BELL)	The man digging a hole shows what happens first.
Man digging hole, man placing tree in hole, man walking away from tree	2b. Mark the picture that shows what happens next in the story. (BELL)	The man putting the tree in the hole shows what happens next.
Man digging hole, man placing tree in hole, man walking away from tree	c. Mark the picture that shows what happens last in the story. (BELL)	The man walking away from the tree shows what happens last.
Boy picking up glass, boy turning on faucet, boy filling glass with water	3a. Here is a story of a boy getting a drink of water. (POINT TO EACH PICTURE IN TURN) You point to each picture as I tell the story. First, the boy picks up the glass. Then he turns on the water faucet. And last, he fills the glass with water. Now, you mark the picture that shows what happens first in the story. (BELL)	The boy picking up the glass shows what happens first.
Boy picking up glass, boy turning on faucet, boy filling glass with water	b. Mark the picture that shows what happens next in the story. (BELL)	The boy turning on the faucet shows what happens next.
Boy picking up glass, boy turning on faucet, boy filling glass with water	c. Mark the picture that shows what happens last in the story. (BELL)	The glass filling with water shows what happens last.
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 12: SEQUENCING 7 (1-09-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify first, next, and last pictures in a story sequence.	first next last order

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Here are some booklets for you. (BELL)	
Man sees fire, man fills pail with water, man throws water on fire	1a. These pictures tell a story about a man putting out a fire. The pictures are in order. (POINT) You point to each picture as I tell the story: First, the man sees the fire. Next, he gets a pail of water. And last, he throws the water on the fire. Now, mark the picture that shows what happens first in the story. (BELL)	The man looking at the fire shows what happens first.
Man sees fire, man fills pail with water, man throws water on fire	b. Mark the picture that shows what happens next in the story. (BELL)	The man getting some water shows what happens next.
Man sees fire, man fills pail with water, man throws water on fire	c. Mark the picture that shows what happens last in the story. (BELL)	The man throwing the water on the fire shows what happens last.
cat on chair - sees ball, cat chases ball, cat catches ball	2a. These pictures tell a story about a cat chasing a ball. (POINT) You point to each picture as I tell the story: First, the cat sees the ball. Next, the cat chases the ball. And last, the cat catches the ball.	

PROGRAM PROBLEM SOLVING 12: SEQUENCING 7 (1-09-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Now, you mark the picture that shows what happens first in the story. (BELL)	The cat looking at the ball shows what happens first.
Cat on chair-sees ball, <u>cat chases ball</u>, cat catches ball	2b. Mark the picture that shows what happens next in the story. (BELL)	The cat chasing the ball shows what happens next.
Cat on chair-sees ball, cat chases ball, <u>cat catches ball</u>	c. Mark the picture that shows what happens last in the story. (BELL)	The cat catching the ball shows what happens last.
<u>Man with axe, looking at tree</u>, man chopping tree, tree falling	3a. These pictures tell a story about a man cutting down a tree. (POINT) You point to each picture as I tell the story: First, the man finds the tree. Next, the man begins to chop the tree. And last, the tree falls down. Now, you mark the picture that shows what happens first in the story. (BELL)	The man finding the tree shows what happens first.
Man with axe looking at tree, <u>man chopping tree</u>, tree falling	b. Mark the picture that shows what happens next in the story. (BELL)	The man chopping the tree shows what happens next.
Man with axe looking at tree, man chopping tree, <u>tree falling</u>	c. Mark the picture that shows what happens last in the story. (BELL)	The tree falling down shows what happens last.
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 14: SEQUENCING 8 (1-11-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
4 Picture cards	Teacher holds up picture cards. Children echo the rhyme and order the pictures depicting the verse.	Children will say nursery rhyme and sequence pictures in correct order.	diddle, fiddle, cow, moon, dog, jump, laugh, dish, sight, run away

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	1. Today we're going to learn a new nursery rhyme. It's called Hey Diddle Diddle. Say: Hey, Diddle Diddle. Say it again.	Hey, diddle diddle. Hey, diddle diddle.
#1. Cat and fiddle	2. (HOLD UP PICTURE #1) Here's the first picture. (POINT TO CAT) What is this? Look what the dat is doing. He's playing a fiddle. Say fiddle. What does the cat have?	This is a cat. Fiddle. The cat has a fiddle.
#1. Cat and fiddle	3. (PLACE PICTURE #1 ON RACK) Listen. Hey, diddle diddle, the cat and the fiddle. Let's say it together. Hey, diddle diddle, the cat and the fiddle. Now you say it.	Hey, diddle diddle, the cat and the fiddle.
#2. Cow jumping over moon	4. (HOLD UP PICTURE #2) Here's another picture. (POINT TO COW) What is this? (POINT TO MOON) Do you know what this is? What is the cow doing?	This is a cow. This is a moon. The cow is jumping over the moon!
#2. Cow jumping over moon	5. (PLACE PICTURE #2 ON RACK) Listen. The cow jumped over the moon. Let's say it together. The cow jumped over the moon. Now you say it.	The cow jumped over the moon.
#1. Cat and fiddle #2. Cow jumping over moon	6. Now we'll tell about both pictures. I'll do it first. Hey, diddle diddle, The cat and the fiddle, The cow jumped over the moon. Let's say it together.	

PROGRAM PROBLEM SOLVING 14: SEQUENCING 8 (1-11-3a)

VISUAL		AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
		Hey diddle diddle, The cat and the fiddle, The cow jumped over the moon.	
#3. Dog laughing	7.	(HOLD UP PICTURE #3) Look at the dog's face. What is the dog doing? The little dog is laughing at the cow (POINT). He's laughing at this funny sight. The next line of the rhyme is: The little dog laughed to see such a sight.	The little dog is laughing.
#3. Dog laughing	8.	(PLACE PICTURE #3 ON RACK) Now listen. The little dog laughed. Let's say it together. The little dog laughed. You say it.	The little dog laughed.
	9.	..... to see such a sight. Let's say it together. ..... to see such a sight. Now you say it.	To see such a sight.
	10.	Listen. The little dog laughed to see such a sight. Say it with me. The little dog laughed to see such a sight. Now you say it.	The little dog laughed to see such a sight.
#1, #2, #3	11.	Now let's start at the beginning again. I'll tell about a picture and then you tell about it. (POINT TO PICTURE #1) My turn first. Hey diddle diddle (INDICATE TO CHILDREN TO SPEAK) The cat and the fiddle. The cow jumped over the moon. The little dog laughed To see such a sight,	Hey diddle diddle.
#4. Dish and spoon	12.	(HOLD UP PICTURE #4) Here's the last picture. (POINT TO DISH) Do you know what this is? (POINT TO SPOON) Do you know what this is? The last line of the story is, The dish ran away with the spoon. What did the dish do?	It's a dish. It's a spoon. The dish ran away with the spoon.

PROGRAM PROBLEM SOLVING 14: SEQUENCING 8 (1-11-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
#4. Dish and spoon	13. (PLACE PICTURE #4 ON RACK) Let's say it together. The dish ran away with the spoon. Now you say it.	The dish ran away with the spoon.
	14. Now let's say the whole rhyme together. Hey diddle diddle, The cat and the fiddle. The cow jumped over the moon. The little dog laughed To see such a sight, And the dish ran away with the spoon.	
	15. (GIVE ONE CARD TO EACH CHILD) Now I'm going to give each of you one card. Who has the picture that tells what happened first in the rhyme? (TO CHILD WITH CARD) Tell me the story for your picture. (ACCOMPANY CHILD IF NEEDED)	Hey diddle diddle, The cat and the fiddle.
	Who has the picture that tells what happened next? (TO CHILD WITH CARD) Tell me the story. (ACCOMPANY CHILD IF NEEDED)	The cow jumped over the moon.
	Who has the picture that tells what heppened next? (TO CHILD WITH CARD) Tell me the story for your picture.	The little dog laughed to see such a sight.
	Who has the picture that tells what happened last? (TO CHILD WITH CARD) Tell me about your picture.	And the dish ran away with the spoon.
	16. Now let's all say the nursery rhyme together. Hey, diddle diddle The cat and the fiddle. The cow jumped over the moon. The little dog laughed To see such a sight, And the dish ran away with the spoon. (PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 16: SEQUENCING 9 (1-11-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
6 Sets Nursery rhyme cards 6 Sequence racks	Teacher and children say rhyme. Each child orders a set of picture cards.	Children will say nursery rhyme and order pictures in correct sequence.	first diddle next fiddle last sight moon spoon

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Yesterday we learned a nursery rhyme called Hey, Diddle Diddle.	
#1. Cat and fiddle	1. (PLACE CARD #1 ON RACK) Let's all look at the pictures and say the rhyme together (ACCOMPANY CHILDREN). Hey, diddle diddle... The cat and the fiddle.	
#2. Cow jumping over moon	2. (PLACE CARD #2 ON RACK) The cow jumped over the moon.	
#3. Laughing dog	3. (PLACE CARD #3 ON RACK) The little dog laughed to see such a sight.	
#4. Dish and spoon	4. (PLACE CARD #4 ON RACK) And the dish ran away with the spoon.	
	5. (HAND OUT SET OF CARDS AND SEQUENCE RACK TO EACH CHILD. CARDS ARE IN RANDOM ORDER) Today each of you will get all the pictures of the rhyme. Spread them out on the table so you can see all the pictures.	
#1. Cat and fiddle	6. (PLACE CARDS ON RACK AS THEY ARE DISCUSSED) Here's my picture of the cat and the fiddle. Find your picture of the cat and the fiddle. Put it on your rack first. Say the first line of the rhyme.	Hey, diddle diddle, The cat and the fiddle.
#2. Cow jumping over moon	7. Here's my picture of the cow who jumped over the moon. Put it next. Say the line.	The cow jumped over the moon.

PROGRAM PROBLEM SOLVING 16: SEQUENCING 9 (1-11-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
#3. Laughing dog	8. Here's my picture of the little dog who laughed. Find your picture of the little dog who laughed. Put it next. Say the line.	The little dog laughed to see such a sight.
#4. Dish and spoon	9. Here's my dish who ran away with the spoon. Find your dish who ran away with the spoon. Put it next. Say the line.	The dish ran away with the spoon.
	10. Now let's point to the pictures and read them together. (POINT TO EACH PICTURE AND BEGIN EACH SENTENCE. NOTE: BE SURE YOUR PICTURES RACING CHILDREN ARE IN CORRECT POSITION - LEFT TO RIGHT - FOR CHILDREN) Hey,..... The cat..... The cow..... The little dog..... And the dish.....	Hey, diddle diddle, The cat and the fiddle. The cow jumped over the moon. The little dog laughed to see such a sight. And the dish ran away with the spoon.
	11. That was lots of fun! (TAKE CARDS AND MIX THEM) Now I'll take the cards and mix them up and we will line them up again. You find the first picture of the story. Put it on your rack. (AFTER CHILDREN FIND PICTURE, PLACE CARD #1 ON RACK AS CONFIRMATION) The first picture in the story is the cat and the fiddle.	
	12. Put up the next picture in the story. (PLACE CARD #2 ON RACK) The next picture is the cow jumping over the moon.	

PROGRAM PROBLEM SOLVING 16: SEQUENCING 9 (1-11-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	13. Find the next picture in the story. (PLACE CARD #3 ON RACK) The next picture is the dog laughing. 14. Put up the last picture in the story. (PLACE CARD #4 ON THE RACK) The last picture is the dish running away with the spoon. 15. Now let's say the rhyme together. (POINT) Hey, diddle diddle, The cat and the fiddle. The cow jumped over the moon. The little dog laughed to see such a sight, And the dish ran away with the spoon. (PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 18: SEQUENCING 10 (2-01-1b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify pictures which are first, next, and last in a story sequence.	first next last

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Here are some booklets. (BELL)	
<u>Girl standing on diving board</u>, Girl diving off board, Girl going into water	1a. These pictures tell a story about a girl diving into a swimming pool. You point to each picture as I tell the story: (POINT) First, the girl stands on the diving board. Next, she jumps off the board. And last, she goes into the water. Now, you mark the picture that shows what happens first in the story. (BELL)	The girl standing on the diving board shows what happens first.
Girl standing on diving board, <u>Girl diving off board</u>, Girl going into water	b. Mark the picture that shows what happens next in the story. (BELL)	The girl diving off the board shows what happens next.
Girl standing on board, Girl diving off board, <u>Girl going into water</u>	c. Mark the picture that shows what happens last in the story. (BELL)	The girl going into the water shows what happens last.
<u>Boy blowing up balloon</u>, Boy with balloon blown up, Boy with balloon popping	2a. These pictures tell a story about a boy blowing up a balloon. Point to each picture as I tell the story: (POINT) First, the boy starts to blow up the balloon. Next, he blows it up some more. And last, he blows it up until it pops. Now you mark the picture that shows what happens first in the story. (BELL)	The boy beginning to blow up the balloon shows what happens first.

PROGRAM PROBLEM SOLVING 18: SEQUENCING 10 (2-01-1b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Boy blowing up balloon, Boy with balloon blown up, Boy with balloon popping	2b. Mark the picture that shows what happens next in the story. (BELL)	The boy with the balloon blown up shows what happens next.
Boy blowing up balloon, Boy with balloon blown up, Boy with balloon popping	c. Now, mark the picture that shows what happens last in the story. (BELL)	The boy with the balloon popping shows what happens last.
Man holding saw over log, Man sawing log, Man standing over cut log	3a. These pictures tell a story about a man sawing a log. Point to each picture as I tell the story: (POINT) First, the man holds the saw over the log. Next, he saws into the log. And last, the log is cut in half. Now, you mark the picture that shows what happens first in the story. (BELL)	The man holding the saw over the log shows what happens first.
Man holding saw over log, Man sawing log, Man standing over cut log	b. Mark the picture that shows what happens next in the story. (BELL)	The man sawing the log shows what happens next.
Man holding saw over log, Man sawing log, Man standing over cut log	c. Now, mark the picture that shows what happens last in the story. (BELL)	The picture of the log cut in half shows what happens last.
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 19: SEQUENCING 11 (2-01-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
6 sets of picture cards 6 sequence formats	Teacher gives children pictures to describe and order.	Children will echo a nursery rhyme and correctly sequence pictures which illustrate the rhyme.	fall king first next together

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Card #1	1. Today we will learn a nursery rhyme about Humpty Dumpty. (PLACE CARD #1 ON RACK) Let's all look at the pictures and say the rhyme together. Humpty Dumpty sat on a wall. Now you say it.	
Card #2	2. (PLACE CARD #2 ON RACK) Humpty Dumpty had a great fall. (CHORAL)	
Card #3	3. (PLACE CARD #3 ON RACK) All the King's horses and all the King's men..... (CHORAL)	
Card #4	4. (PLACE CARD #4 ON RACK) Couldn't put Humpty Dumpty together again. (CHORAL)	
Cards #1-4	5. Let's do it again. (HOLD UP CARD AND SAY ONLY FIRST FEW WORDS FOR EACH CARD. WAIT FOR CHILDREN TO FINISH LINE. REPLACE CARD AND GO TO NEXT CARD.)	Humpty Dumpty sat on a wall; Humpty Dumpty had a great fall. All the King's horses and all the King's men, Couldn't put Humpty Dumpty together again.
	6. (HAND OUT SET OF CARDS AND FORMAT TO EACH CHILD. CARDS ARE IN RANDOM ORDER.) Here are all the pictures for the rhyme. Spread them out on the table so you can see all of your cards.	
Card #1	7a. (PLACE EACH CARD ON FORMAT AS APPROPRIATE) Here's my picture of Humpty Dumpty sitting on a wall. Find your picture of Humpty Dumpty sitting on a wall and put it	

PROGRAM PROBLEM SOLVING 19: SEQUENCING 11 (2-01-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	first on your format. Put it way over here so you will have lots of room for the other cards. Say: Humpty Dumpty sat on a wall.	
Card #2	7b. Here's my picture of Humpty Dumpty having a great fall. Find your picture of Humpty Dumpty having a great fall and put it next to the first card. Say: Humpty Dumpty had a great fall.	
Card #3	c. Here's my picture of all the King's horses and all the King's men. Find your picture like mine and put it next. Say: All the King's horses and all the King's men.	
Card #4	d. Here's Humpty Dumpty all broken to pieces. They couldn't put him together again. Put this picture last. Say: Couldn't put Humpty Dumpty together again.	
	e. Now, let's start with the first picture and say the nursery rhyme together. (POINT TO EACH PICTURE AND PROMPT IF NECESSARY.) Humpty Dumpty sat on a wall, Humpty Dumpty had a great fall. All the King's horses and all the King's men, Couldn't put Humpty Dumpty together again. That was lots of fun. Now I'll take your cards, mix them up and give them back to you (TAKE CARDS AND SHUFFLE).	
Card #1	8a. Find the first picture of the story. (PLACE CARD ON FORMAT) This picture goes first. Put it way over here (POINT) so you have lots of room. Let's say it together (CHORAL).	

PROGRAM PROBLEM SOLVING 19: SEQUENCING 11 (2-01-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Card #2	8b. Find the next picture of the story. (PLACE CARD ON FORMAT) Let's say it together (CHORAL).	
Card #3	c. Find the next picture of the story. (PLACE CARD ON FORMAT) Let's say it together (CHORAL).	
Card #4	d. Now find the last picture of the story. (PLACE CARD ON FORMAT) Let's say it together (CHORAL).	
	9. Now, let's say the rhyme together. (POINT TO EACH CARD)	
Card #1	a. Humpty Dumpty sat on a wall,	
Card #2	b. Humpty Dumpty had a great fall.	
Card #3	c. All the King's horses and all the King's men.....	
Card #4	d. Couldn't put Humpty Dumpty together again.	
	That was very good! Now you know the nursery rhyme about Humpty Dumpty.	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 24: SEQUENCING 12 (2-05-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify first, next, and last pictures of a story in sequence.	first next last

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Today we are going to mark in our booklets. (BELL)	
<u>Man opening paint can</u> Man putting brush in paint Man painting fence	1a. (HOLD UP BOOKLET) These pictures tell a story about a man painting a fence. Point to each picture as I tell the story: (POINT) First the man opens the paint can. Next, he puts the paint brush into the paint. And last, he starts to paint the fence. Now, you mark the picture that shows what happens first in the story. (BELL)	The man opening the paint can shows what happens first.
Man opening paint can <u>Man puts brush in paint</u> Man painting fence	b. Mark the picture that shows what happens next in the story. (BELL)	The man putting the brush into the can shows what happens next.
Man opening paint can Man puts brush in paint <u>Man painting fence</u>	c. Now mark the picture that shows what happens last in the story. (BELL)	The man painting the fence shows what happens last.
<u>Boy putting letter in envelope</u> Boy walking down street Boy putting letter in mailbox	2a. These pictures tell a story about a boy mailing a letter. Point to each picture as I tell the story: (POINT) First the boy puts the letter in the envelope. Next, he walks down the street to the mailbox. And last, he puts the letter in the mailbox.	

PROGRAM PROBLEM SOLVING 24: SEQUENCING 12 (2-05-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	Now, you mark the picture that shows what happens first in the story. (BELL)	The boy putting the letter in an envelope shows what happens first.
Boy putting letter in envelope Boy walking down street Boy putting letter in box	b. Mark the picture that shows what happens next in the story. (BELL)	The boy walking down the street shows what happens next.
Boy putting letter in envelope Boy walking down street Boy putting letter in box	c. Mark the picture that shows what happens last in the story. (BELL)	The boy putting the letter in the mailbox shows what happens last in the story.
Lady taking pail off shelf Lady putting soap and water in pail Lady washing windows	3a. Here is a story of a lady washing windows. Point to each picture as I tell the story: (POINT) First, the lady gets a pail. Next, she puts soap and water in the pail. And last, she washes the windows. Now, you mark the picture that shows what happens first in the story. (BELL)	The lady finding a pail shows what happens first in the story.
Lady taking pail off shelf Lady putting soap and water in pail Lady washing windows	b. Mark the picture that shows what happens next in the story. (BELL)	The lady putting soap and water in the pail shows what happens next.
Lady taking pail off shelf Lady putting soap and water in pail Lady washing windows	c. Mark the picture that shows what happens last in the story. (BELL)	The lady washing the windows shows what happens last.

PROGRAM PROBLEM SOLVING 24: SEQUENCING 12 (2-05-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
<u>Boy walking to corner</u> Boy looking at policeman directing traffic Boy crossing street with policeman	4a. Here is a story of a boy crossing a street. Point to each picture as I tell the story: (POINT) First the boy walks to the corner. Next, he looks at the policeman to see if he can go. And last, he crosses the street with the policeman. Now, you mark the picture that shows what happens first in the story. (BELL)	First, the boy walks to the corner.
Boy walking to corner <u>Boy looking at policeman directing traffic</u> Boy crossing street with policeman	b. Mark the picture that shows what happens next in the story. (BELL)	Next, the boy looks at the policeman to see if he can go.
Boy walking to corner Boy looking at policeman directing traffic <u>Boy crossing street with policeman</u>	c. Mark the picture that shows what happens last in the story. (BELL)	Last, the boy crosses the street with the policeman.
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 28: SEQUENCING 13 (2-07-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets	Children listen to taped instructions and mark in booklets.	Children will identify first, next, and last pictures of a story in sequence.	first next last

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(FORMAT #11)	(HAND OUT BOOKLETS AND PENS) (BELL)	
girl takes money from purse girl paying cashier girl watching movie	1a. (HOLD UP BOOKLET) These pictures tell a story about a girl going to the movies. Point to each picture as I tell the story: (POINT) First, the girl takes the money out of her purse. Next, she pays the cashier. And last, she sits down to watch the movie. Now, you mark the picture that shows what happens first in the story. (BELL)	First, the girl takes the money out of her purse.
girl takes money from purse girl paying cashier girl watching movie	b. Mark the picture that shows what happens next in the story. (BELL)	Next, the girl pays the cashier.
girl takes money from purse girl paying cashier girl watching movie	c. Now mark the picture that shows what happens last in the story. (BELL)	Last, the girl watches the movie.
lady gets shampoo lady washing hair lady drying hair	2a. These pictures tell a story of a lady washing her hair. Point to each picture as I tell the story. (POINT) First, the lady gets the shampoo. Next, she washes her hair. And last, she dries her hair. You mark the picture that shows what happens first in the story. (BELL)	First, the lady gets the shampoo.

PROGRAM PROBLEM SOLVING 28: SEQUENCING 13 (2-07-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
lady gets shampoo lady washing hair lady drying hair	b. Mark the picture that shows what happens next in the story. (BELL)	Next, the lady washes her hair.
lady gets shampoo lady washing hair lady drying hair	c. Mark the picture that shows what happens last in the story.	Last, the lady dries her hair.
336 boy putting box on table boy putting ball into box boy wrapping box	3a. Here is a story of a boy wrapping a present. Point to each picture as I tell the story: (POINT) First, the boy gets a box. Next, he puts the present in the box. And last, he wraps the present. You mark the picture that shows what happens first in the story. (BELL)	First, the boy gets a box.
337 boy putting box on table boy putting ball into box boy wrapping box	b. Mark the picture that shows what happens next in the story. (BELL)	Next, the boy puts the present in the box.
boy putting box on table boy putting ball into box boy wrapping box	c. Mark the picture that shows what happens last in the story. (BELL)	Last, the boy wraps the present in the box.
man looking at flat tire man jacking up car man puts good tire on car	4a. Here is a story of a man fixing a flat tire. Point to each picture as I tell the story: (POINT) First, the man sees his tire is flat. Next, he raises the car. And last, he puts a good tire on the car. Now, you mark the picture that shows what happens first in the story. (BELL)	The man sees the flat tire.

PROGRAM PROBLEM SOLVING 28: SEQUENCING 13 (2-07-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
man looking at flat tire man jacking up car man puts good tire on car	b. Mark the picture that shows what happens next in the story. (BELL)	Next, the man raises the car.
man looking at flat tire man jacking up car man puts good tire on car	c. Mark the picture that shows what happens last in the story. (BELL)	Last, the man puts the good tire on the car.
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 29: SEQUENCING 14 (2-08-2a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher demonstrates to tape.	Children will describe a 4-card story sequence and identify missing pictures in the sequence.	find grab dime missing buy park balloon

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS) Look at the picture while I tell you a story. (BELL)	
#1. Boy picking up dime	1. One day an exciting thing happened! Johnny found a dime. What happened? (BELL)	Johnny found a dime.
#2. Boy buying balloon	2. He took the dime to the store and bought a balloon. What happened next? (BELL)	He bought a balloon.
#1, #2	3. (POINT TO EACH PICTURE) First he found a dime, and then he bought a balloon. (BELL)	
#3. Boy walking to park with balloon	4. Then he went to the park with his balloon. What did he do next? (BELL)	He went to the park with the balloon.
#1, #2, #3	5. (POINT) First he found a dime, next he bought a balloon, and then he went to the park with the balloon. (BELL)	
#4. Bird flying with balloon, boy looking up at it	6. Suddenly, a bird came along and grabbed Johnny's balloon. What does the last picture show? (BELL)	The bird is flying away with Johnny's balloon.

PROGRAM PROBLEM SOLVING 29: SEQUENCING 14 (2-08-2a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
#1, #2, #3, #4	7. And that was the end of Johnny's balloon! Now let's read the balloon story together. First Johnny found a dime; next he bought a balloon; then he took the balloon to the park; and last a bird flew away with the balloon. (BELL)	
#1, #2, ___, #4 #3, #1	8. (HAND OUT PENS) On this page one of the pictures is missing. First Johnny finds a dime. Then he buys a balloon. What comes next? Look at the bottom of the page. Point to the picture of Johnny in the park. Draw a line from this picture to the empty space to show that this picture comes next. Now we can finish the story. Johnny finds a dime. He buys a balloon. He goes to the park. And last, the bird flies away with the balloon. (BELL)	Next, Johnny goes to the park with his balloon. (DRAW LINE TO CONFIRM)
#1, ___, #3, #4 #2, #4	9. Look carefully at the balloon story at the top of the page. Something is missing again. What picture is missing? Find the missing picture and draw a line to show where it belongs in the story. (BELL)	Johnny buying a balloon.
#1, #2, #3, ___ #4, #3	10. What picture is missing this time? Draw a line to show where it belongs. (BELL)	The bird flying away
___, #2, #3, #4 #3, #1	11. What picture is missing this time? Draw a line to show where it belongs. (BELL)	Johnny finding a dime.
#1, #2, ___, #4 #2, #3	12. What picture is missing this time? Find the missing picture and draw a line to show where it goes in the story. (BELL) (PUT MATERIALS AWAY)	The picture of Johnny in the park.

PROGRAM PROBLEM SOLVING 31: SEQUENCING 15 (2-08-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Children respond orally and mark in booklets.	Children will describe a 4-card story sequence and identify the missing picture in the sequence.	slide first next last

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS) Here is a story about Johnny. It was a beautiful day so Johnny decided to go to the park. He loved to slide down the slide. (BELL)	
#1. Boy climbing up slide	1. (POINT) Here Johnny is climbing up the slide. What does he do first? (BELL)	First he climbs up the slide.
#2. Boy sitting on top of slide #1, #2	2. (POINT) Next he sits at the top. What happens next? (BELL)	Next he sits at the top of the slide.
	3. (POINT) Let's tell the story together: First Johnny climbs up the slide and then he sits at the top. (BELL)	
#3. Boy sliding down slide #1, #2, #3	4. (POINT) Now we see Johnny sliding down. What is he doing now? (BELL)	He is sliding down the slide.
	5. (POINT) Let's tell the story together: First Johnny climbs up, next he sits on the top, and then slides down. Let's see what happens last. (BELL)	
#4. Boy landing in puddle at bottom of slide	6. (POINT) O-o-o-ps! What happens to Johnny? (BELL)	He lands in a puddle!

PROGRAM PROBLEM SOLVING 31: SEQUENCING 15 (2-08-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
#1, #2, #3, #4	7. Now we know the whole story. Let's tell it again. (POINT) First Johnny climbs up the slide, next he sits at the top of the slide, then he slides down the slide, and last he lands in a puddle! (BELL) (HAND OUT MARKING PENS)	
#1, ___, #3, #4	8. (POINT) Here we see Johnny climbing up the slide. But the next picture is missing.	
#1, #2	Look at the bottom of the page. Which picture comes next? Draw a line from this picture to the place where it belongs. (POINT)	The next picture should be Johnny sitting at the top of the slide.
	Now let's finish the story. (POINT) After Johnny got to the top, he slid down, and then, O-o-o-ps! He landed in a puddle. (BELL)	
#1, #2, ___, #4	9. Here is our slide story again. (POINT) Johnny climbs up the slide, he sits at the top. But the next picture is missing!	
#3, #4	Look at the bottom of the page. Do you see what comes next? Draw a line from the picture to the place where it belongs. (BELL)	The picture of Johnny sliding down the slide comes next.
___, #2, #3, #4	10. On this page a different picture is missing. Which picture is missing? Draw a line from the picture to the place where it belongs. (BELL)	The picture of Johnny climbing up the slide.
#4, #2, #1		

PROGRAM PROBLEM SOLVING 31: SEQUENCING 15 (2-08-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
#1, #2, #3, ___ #4, #3, #2	11. What picture is missing this time? Draw a line from the picture to the place where it belongs. (BELL)	The picture of Johnny sliding into the mud puddle.
#1, #2, ___, #4 #4, #3, #1	12. What picture is missing this time? Draw a line from the picture to the place where it belongs. (BELL)	The picture of Johnny sliding down the slide.
#1, ___, #3, #4 #4, #3, #2	13. What picture is missing here? Draw a line to where it belongs. (BELL)	The picture of Johnny at the top of the slide.
	(PUT MATERIALS AWAY)	

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PROGRAM PROBLEM SOLVING 32: SEQUENCING 16 (2-09-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Children respond orally and mark in booklets.	Children will identify each picture in a 4-card story sequence and select missing pictures in the sequence.	pet store pick first fluffy next pay last

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS) Today we will hear the story of how Bobby bought a pet. (BELL)	
#1. Boy entering pet store	1. (HOLD UP BOOKLET) See, Bobby is walking into the pet store. Can you guess what he will find in the pet store?.....What does Bobby do first?	There are all kinds of animals in a pet store. He walks into the pet store.
#2. Boy choosing kitten #1, #2	2. Next he picks a fluffy kitten. What happens next? (BELL)	He picks a fluffy kitten.
#3. Boy holding kitten, paying man #1, #2, #3	3. Let's say the story together: (POINT TO EACH PICTURE) First Bobby walks into the pet store; next he picks a fluffy kitten. (BELL) 4. Then he pays the man for the kitten. What does he do next? (BELL) 5. Let's say it together: (POINT) First Bobby walks into the pet store; then he picks a fluffy kitten, and next he pays for it. What do you think will happen now? (BELL)	He pays the man for the kitten.

PROGRAM PROBLEM SOLVING 32: SEQUENCING 16 (2-09-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
#4. Boy leaving with kitten	6. Johnny takes the kitten home with him. The kitten will be his pet. What happens last? (BELL)	Johnny takes the kitten home with him.
#1, #2, #3, #4	7. Now let's tell the whole story together. First Bobby walks into the pet store; next he picks a fluffy kitten; next he pays for the kitten; and last he takes the kitten home to be his pet. Bobby loves his kitten and takes good care of him. (BELL)	
	(HAND OUT MARKING PENS) Here is a pen for you.	
#1, ___, #3, #4 #2, #3	8. Look at the pictures on this page. First Bobby walks into the pet store...but the next picture is missing! What comes next? Look at the bottom of the page and draw a line from the picture to the place where it belongs. Now we can finish the story. Bobby pays the man and takes the kitten home. (BELL)	Next, Bobby picks out a
#1, #2, ___, #4 #3, #4	9. Now look at the pictures. Bobby walks into the store and he picks out a kitten. What happens next? Draw a line from the picture to the place where it belongs. (BELL)	Bobby pays the man for the kitten.
#1, #2, #3, ___ #1, #4	10. Find the picture on the bottom that goes in the empty place. (BELL)	
___, #2, #3, #4 #2, #4, #1	11. Draw a line from the picture on the bottom that belongs in the empty place. (BELL)	
#1, #2, ___, #4 #2, #4, #3	12. Draw a line from the picture on the bottom that belongs in the empty place. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 33: SEQUENCING 17 (2-12-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Teacher demonstrates to tape. Children mark booklets.	Children will identify missing pictures in a four-card story sequence.	clown land trick hoop toward finish through

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS; HOLD UP DEMONSTRATION BOOKLET) Happy, the clown, has a little dog who loves to do tricks. If you listen carefully, I will tell you about a trick Happy's dog can do.	
Dog running toward hoop (#1)	1. (POINT) Look! First the dog ran toward the big hoop. What did he do first? (BELL)	He ran toward the big hoop.
Dog in the air in middle of hoop (#2) #1, #2	2. Then he jumped through the hoop. What did he do next? (BELL)	Next he jumped through the hoop.
Dog through hoop, landing on floor (#3) #1, #2, #3	3. (POINT) First he ran toward the hoop, next he jumped through the hoop. (BELL)	
	4. (POINT) Then he landed on the floor. What did he do next? (BELL)	Next he landed on the floor.
	5. (POINT) First he ran toward the hoop, then he jumped thru the hoop and next he landed on the floor. (BELL)	
Clown and dog taking bow (#4) #1, #2, #3, #4	6. And do you know what happened last? (POINT) Happy the clown and his dog took a bow. What happened last? (BELL)	Happy and his dog took a bow.
	7. Now we have heard all of the story about Happy and his dog. Let's tell it together. First the dog ran toward the hoop, next he jumped through the hoop, next he landed on the floor, and last the dog and Happy took a bow.	
	(HAND OUT MARKING PENS) Here is a pen for you. (BELL)	

PROGRAM PROBLEM SOLVING 33: SEQUENCING 17 (2-12-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
#1, ___, #3, #4 #2, #3	8. On this page a picture is missing in our story. (POINT) First the dog ran toward the hoop, then what comes next? Look at the bottom of the page and draw a line from the dog jumping through the hoop to the empty space. (POINT) Now we can finish the story. The dog landed on the floor, and last he and the clown took a bow. (BELL)	Next the dog jumped through the hoop.
#1, #2, #3, ___ #2, #4	9. Here is the story again. (POINT) Draw a line from the missing picture to the empty space in our story. (BELL)	
#1, ___, #3, #4 #4, #2	10. Draw a line from the missing picture to the empty space in the story. (BELL)	
#1, #2, ___, #4 #3, #1	11. Draw a line from the missing picture to the empty space in the story. (BELL)	
___, #2, #3, #4 #4, #1	12. Draw a line from the missing picture to the empty space in the story. (BELL)	
#1, #2, ___, #4 #2, #3	13. Draw a line from the missing picture to the empty space in the story. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 4: DISJUNCTIVE ARGUMENT 1 (1-04-4b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Teacher plays tape. Children mark booklets as directed.	Children will select answers using disjunctive argument.	not

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) Now we are going to mark some pictures. (BELL)	
Boy, <u>girl</u>	1. Here are two children. One of them is <u>not</u> a boy. Mark the one which is <u>not</u> a boy. (BELL)	It's the girl.
Football, <u>drum</u>	2. Here are two toys. One of them is a football. Mark the one which is <u>not</u> a football. (BELL)	Green means you found the answer. Red means try again.
<u>Man with glasses</u>, man with hat	3. Look at the two men. One of them is Mr. Jones. Mr. Jones is <u>not</u> wearing a hat. Mark Mr. Jones. (BELL)	Mr. Jones is wearing glasses.
<u>Plain cat</u>, striped cat with ball	4. Here are two cats. One of them is Mopsy. Mopsy is <u>not</u> playing with a ball. Mark Mopsy. (BELL)	
Girl on bike, <u>girl standing</u>	5. One of these girls is named Alice. Alice is <u>not</u> riding a bicycle. Mark Alice. (BELL)	
<u>Boy with pack on back</u>, boy climbing tree	6. Look at these boys. One of them is Johnny. Johnny is <u>not</u> climbing a tree. Mark Johnny. (BELL)	

PROGRAM PROBLEM SOLVING 4: DISJUNCTIVE ARGUMENT 1 (1-04-4b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Girl eating sandwich, girl playing with dog	7. Look at the two girls. One of them has a birthday today. The one playing with the dog does not have a birthday today. Mark the one that has a birthday today. (BELL)	
Fish in fishbowl, fish, no bowl	8. Here are two fish. One of them is Freddie. Freddie is not in the fishbowl. Mark Freddie. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 5: DISJUNCTIVE ARGUMENT 2 (1-05-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking Pens	Children respond to taped directions by marking in booklet.	Children will select answers using disjunctive argument.	not combing tail spill

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
Girl sitting, <u>girl standing</u>	1. Look at the girls. One of them is Angela. Angela is <u>not</u> sitting in a chair. Which one is Angela. Mark it. (BELL)	Remember, green means you found the answer. Red means to look again.
<u>Boy in wagon</u>, boy sleeping in bed	2. Here are two boys. One of them likes bananas. The boy who is sleeping does <u>not</u> like bananas. Which boy likes bananas? Mark it. (BELL)	
Girl drinking from glass, <u>girl combing her hair</u>	3. Look at the girls. The girl who is combing her hair does <u>not</u> have a baby brother. Which one does not have a baby brother? Mark it. (BELL)	
<u>Girl walking</u>, mouse	4. Here are two pictures. One of them is Melinda. Melinda does <u>not</u> have a tail. Which one is Melinda? Mark it. (BELL)	
Boy riding bike, <u>monkey</u>	5. Look at these pictures. One of them is Tim. Tim is <u>not</u> riding a bicycle. Which one is Tim? Mark it. (BELL)	

PROGRAM PROBLEM SOLVING 5: DISJUNCTIVE ARGUMENT 2 (1-05-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
cat in box, <u>cat on stairs</u>	6. Here are two cats. One of them has just spilled his milk. The one in the box did <u>not</u> spill his milk. Which one spilled the milk? Mark it. (BELL)	
dog with tail, <u>dog with no tail</u>	7. Here are two dogs. One of the dogs is lost. The dog who is lost does <u>not</u> have a tail. Which one is lost? Mark it. (BELL)	
baby eating in high chair, <u>face of baby</u>	8. Here are two babies. One of them is going to bed. The baby who is eating is <u>not</u> going to bed. Which one is going to bed? Mark it. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 15: DISJUNCTIVE ARGUMENT 3 (1-11-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped directions and mark in booklets.	Children will select pictures using disjunctive argument.	not fence straw letter

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Listen carefully and do not mark until I tell you to! (BELL)	
Tree, tree with fence around it	1. Look at the trees. One of the trees is old. The tree with the fence around it is not old. Find the tree which is old. Mark it. (BELL)	Remember, green means you got the answer. Red means look again.
Lady with nothing on head, lady wearing hat	2. Look at the two ladies. One of the ladies is a teacher. The lady wearing the hat is not a teacher. Which lady is a teacher. Mark it. (BELL)	
Girl holding book, girl holding flag	3. Look at these pictures. One of them is Betty. Betty is not holding a book. Which one is Betty? Mark it. (BELL)	
Filled glass of milk, filled glass with straw in it	4. Look at the pictures. One of the glasses has milk in it. The glass with the straw in it does not have milk in it. Which glass has milk in it? Mark it. (BELL)	
Little car, big car	5. Look at the cars. Only one of the cars will start. The big car will not start. Which car will start? Mark it. (BELL)	

PROGRAM PROBLEM SOLVING 15: DISJUNCTIVE ARGUMENT 3 (1-11-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Man with serious face, man with smiling face	6. Look at the men. One of the men is Sam. Sam is not smiling. Which one is Sam? Mark it. (BELL)	
Chicken in box, chicken	7. Look at the chickens. One of the chickens has just laid an egg. The chicken who laid the egg is not in the box. Which one laid the egg? Mark it. (BELL)	
Letter on table, letter on chair	8. Look at the letters. One of the letters is from Billy. The letter on the chair is not from Billy. Which letter is from Billy? Mark it. (BELL)	
Apple on tree, apple on plate	9. Look at the apples. One of the apples is sour. The apple on the plate is not sour. Which apple is sour? Mark it. (BELL)	
Baby crawling on floor, baby in baby buggy	10. Look at the two babies. One of the babies is a girl. The baby crawling on the floor is not a girl. Which one is a girl? Mark it. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 17: DISJUNCTIVE ARGUMENT 4 (1-12-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will select answers using disjunctive argument.	not broken wheel spots plants

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
Girl sitting on chair, girl sitting on floor	1. Look at the girls. One of the girls is watching TV. The girl sitting on the floor is not watching TV. Which girl is watching TV? Mark it. (BELL)	
Wagon with all wheels visibly intact, wagon with one wheel broken	2. Look at the wagons. One of the wagons is new. The wagon with the broken wheel is not new. Which wagon is new? Mark it. (BELL)	
Big box, little box	3. Look at the two boxes. One of the boxes has a present in it. The big box does not have a present in it. Which box has a present in it? Mark it. (BELL)	
Boy with building blocks, boy painting picture	4. Look at the pictures. One of the boys is Bobby. Bobby is not painting a picture. Which one is Bobby? Mark it. (BELL)	
Dog with spots, dog with no spots	5. Look at these pictures. One of the dogs is hungry. The dog with the spots is not hungry. Which dog is hungry? Mark it. (BELL)	

PROGRAM PROBLEM SOLVING 17: DISJUNCTIVE ARGUMENT 4 (1-12-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Lady with purse, <u>lady with no purse</u>	6. Look at the two ladies. One of the ladies made her own dress. The lady carrying the purse did <u>not</u> make her dress. Which lady made her dress? Mark it. (BELL)	
<u>Boy wearing short pants</u>, boy wearing long pants	7. Look at the pictures. One of the boys can swim. The boy wearing long pants <u>cannot</u> swim. Which boy can swim? Mark it. (BELL)	
<u>Big door</u>, little door	8. Look at the two doors. One of the doors is locked. The little door is <u>not</u> locked. Which door is locked? Mark it. (BELL)	
Car with open door, <u>car with closed doors</u>	9. Look at the two cars. One of the cars has a cake in it. The car with the open door does <u>not</u> have a cake in it. Which car has a cake in it? Mark it. (BELL)	
Plant on table, <u>plant on floor</u>	10. Look at the pictures. One of the plants needs water. The plant on the table does <u>not</u> need water. Which plant needs water? Mark it. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 20: JOINT DENIAL 1 (2-02-2b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Children listen to taped instructions and mark in booklets.	Children will select answers using joint denial.	not

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS) Today we are going to mark booklets. (BELL)	
Hot dog, popsicle	1. Mark the picture that is not a hot dog. Say, "not a hot dog." (BELL)	
Ice cream cone, cupcake	2. Mark the picture that is not a cupcake. Say, "not a cupcake." (BELL)	
Popsicle, cupcake, hot dog	3. Mark the picture that is not a hot dog and not a cupcake. Say, "not a hot dog and not a cupcake." (BELL)	
Foot, hand, ear	4. Mark the picture that is not a foot and not an ear. Say, "not a foot and not an ear." (BELL)	
Car, train, boat	5. Mark the picture that is not a car and not a train. Say, "not a car and not a train." (BELL)	
Dog, boy, girl	6. Mark the picture that is not a boy and not a girl. Say, "not a boy and not a girl." (BELL)	

PROGRAM PROBLEM SOLVING 20: JOINT DENIAL 1 (2-02-2b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Doctor, clown, fireman	7. Mark the picture that is not a fireman and not a doctor. Say, "not a fireman and not a doctor." (BELL)	
Snake, frog, turtle	8. Mark the picture that is not a snake and not a turtle. Say, "not a snake and not a turtle." (BELL)	
Tree, flower, shovel	9. Mark the picture that is not a tree and not a flower. Say, "not a tree and not a flower." (BELL)	
Pencil, book, newspaper	10. Mark the picture that is not a book and not a newspaper. Say, "not a book and not a newspaper." (BELL)	
Bird, fish, crab	11. Mark the picture that is not a fish and not a bird. Say, "not a fish and not a bird." (BELL)	
Nurse, man, robot	12. Mark the picture that is not a nurse and not a robot. Say, "not a nurse and not a robot." (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 26: JOINT DENIAL 2 (2-06-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will select answers using joint denial.	not

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS) (BELL)	
Apple, <u>car</u>, lizard	1. Mark the picture that is not an apple and not a lizard. (BELL)	
<u>Flower</u>, fork, dog	2. Mark the picture that is not a fork and not a dog. (BELL)	
Television, house, <u>flag</u>	3. Mark the picture that is not a television and not a house. (BELL)	
Wagon, <u>shoe</u>, truck	4. Mark the picture that is not a wagon and not a truck. (BELL)	
<u>Ball</u>, bus, bee	5. Mark the picture that is not a bus and not a bee. (BELL)	
Horse, <u>tree</u>, ladder	6. Mark the picture that is not a horse and not a ladder. (BELL)	
<u>Baby</u>, man, woman	7. Mark the picture that is not a man and not a woman. (BELL)	
Piano, drum, <u>ballet</u>	8. Mark the picture that is not a piano and not a drum. (BELL)	

PROGRAM PROBLEM SOLVING 26: JOINT DENIAL 2 (2-06-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Chicken, boy, <u>bear</u>	9. Mark the picture that is not a chicken and not a boy. (BELL)	
<u>Book</u>, pencil, newspaper	10. Mark the picture that is not a pencil and not a newspaper. (BELL)	
Desk, <u>bed</u>, chair	11. Mark the picture that is not a desk and not a chair. (BELL)	
<u>Ostrich</u>, beaver, owl	12. Mark the picture that is not a beaver and not an owl. (BELL)	
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 21: CATEGORIES 1 (2-04-3a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape Sorting Cards Clue Cards	Teacher asks children to place picture cards in appropriate category.	Children will identify and sort animals and toys into appropriate categories.	toy wagon elephant animal giraffe roller skates

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Wagon	1a. This is a wagon. It is something to play with. It is a toy. Is a wagon something to play with? b. What is a wagon? (BELL)	Yes, we can play with a wagon. A wagon is a toy.
Ball	2a. This is a ball. It is a toy. Can we play with a ball? b. What is a ball? (BELL)	Yes, we play with a ball. A ball is a toy.
Giraffe	3a. This is a giraffe. It is something that lives. It is an animal. Is a giraffe alive? b. What is a giraffe? (BELL)	Yes, it is something that lives. A giraffe is an animal.
Bear	4a. This is a bear. It is an animal. Is a bear something that lives? b. What is a bear? (BELL)	Yes. A bear is an animal.
Doll	5a. Can we play with this? b. What is a doll? (BELL)	Yes, it is a doll. A doll is a toy.
Elephant	6a. Is this something that lives? b. What is an elephant? (BELL)	Yes, it is an elephant. An elephant is an animal.

PROGRAM PROBLEM SOLVING 21: CATEGORIES 1 (2-04-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Monkey	7a. Is this something that lives? b. What is a monkey? (BELL)	Yes, it is a monkey. A monkey is an animal.
Roller skate	8. What are roller skates? (BELL)	They are toys.
Lion	9a. Is this something that lives? b. What is a lion? (BELL)	Yes, it is a lion. A lion is an animal.
Blocks	10. These are things we can play with. What are they called? (BELL)	Toys.
All the animals	11. These are all living things. What are they called? (BELL)	Animals.
All the toys	12. What are all of these? (BELL)	Toys.
Individual Sorting Cards: Monkey, elephant, lion, wagon, roller skate, doll, bear, giraffe, tiger, ball, tricycle, blocks Clue Cards: Picture of toys (kite, bicycle, horn, top) Picture of animals (cow, horse, turtle, rhinocerous)	(TURN OFF TAPE. GIVE EACH CHILD SET OF SORTING CARDS) 13. (HOLD UP CLUE CARDS) Here are two pictures. One has toys on it (POINT), and the other has animals (POINT). (PLACE CLUE CARDS ON TABLE)	
	14a. (HOLD UP SORTING CARD - LION) Is this an animal or a toy? b. Now, you put yours on top of the big animal picture (CLUE CARD). All the animal cards go here (POINT).	A lion is an animal.
	15a. (HOLD UP SORTING CARD - WAGON) Is this an animal or a toy? b. Put it on the big toy picture (CLUE CARD). All the toy cards go here (POINT).	A wagon is a toy.

PROGRAM PROBLEM SOLVING 21: CATEGORIES 1 (2-04-3a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	16a. (HOLD UP MONKEY) Is this an animal or a toy? b. Put it with the other animal pictures.	Animal.
	17a. (HOLD UP ELEPHANT) Is this an animal or a toy? b. Put it with the other animal pictures.	Animal.
	18a. (HOLD UP TOP) Is this an animal or a toy? b. Put it with the other toy pictures.	Toy.
	19a. (HOLD UP DOLL) Is this an animal or a toy? b. Put it with the other toy pictures.	Toy.
	20. Now you put the rest of your cards where they belong. Put all the animals together and put all the toys together.	
	21. (COLLECT CARDS, SHUFFLE, LET CHILDREN SORT AGAIN. SAY:) Let's do this again. Put all the animals together and all the toys together. (PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 22: CATEGORIES 2 (2-04-4a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape Sorting Cards	Children respond orally to tape and sort cards into categories.	Children will label an object and its general category (food, toys, animals) and sort pictures of objects into correct categories.	food toy animal

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Apple	1a. This is an apple. It is something to eat. We eat food. Can we eat an apple?	Yes, it is something we eat.
	b. Is an apple food? (BELL)	Yes, an apple is food.
Roast chicken	2a. This is a roast chicken. Can we eat it?	Yes, roast chicken is good to eat.
	b. Is chicken food? (BELL)	Yes, chicken is food.
Piece of swiss cheese	3a. Here is a piece of cheese. Can we eat cheese?	Yes.
	b. Is cheese food? (BELL)	Yes, cheese is food.
Loaf of bread	4. This is bread. What is bread? (BELL)	Bread is food.
Carrot	5. This is a carrot. What is a carrot? (BELL)	A carrot is food.
Ice cream cone	6. This is an ice cream cone. Is it food? (BELL)	An ice cream cone is food.
All above foods	7. Look at these pictures. What do we call <u>all</u> these things? (TURN OFF TAPE RECORDER)	Food.

PROGRAM PROBLEM SOLVING 22: CATEGORIES 2 (2-04-4a)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Sorting Cards: 3 animal cards, 3 toy cards, 6 food cards (monkey, bear, lion; tricycle, jack-in-the-box, balloon; carrot, cheese, chicken)	(HAND OUT SET OF SORTING CARDS TO EACH CHILD) 8. Now we're going to play a game with our cards. (HOLD UP MONKEY CARD) Look at my card. Is it an animal or toy or food? (DEMONSTRATE) Put your monkey card out in front of you, like this. Now, put the rest of the animals on top of the monkey. (PUT ANIMALS IN PILE IN FRONT OF YOU) (CHECK TO SEE THAT CHILDREN SORT CORRECTLY)	A monkey is an animal.
	9. (HOLD UP PICTURE OF TRICYCLE) Is this an animal or toy or food? Put the tricycle in front of you. Now, put the rest of the toys on top of the tricycle. (CHECK CHILDREN'S SORTING)	A tricycle is a toy.
	10. (HOLD UP PICTURE OF CARROT) Is this an animal or toy or food? Put the carrot in front of you. Now, put the rest of the pictures of food on top of the carrot. (CHECK CHILDREN'S SORTING)	A carrot is food.
	(IF TIME WARRANTS, REPEAT SORTING GAME. USE BEAR, BALL AND CHEESE AS CATEGORY REFERENTS.) (PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 23: CATEGORIES 3 (2-05-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children mark in booklets.	Children will identify instances of a class and provide the label for those instances (food, toys, animals).	food toy kitchen trainer animal chest

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND MARKING PENS. HOLD UP BOOK) (BELL)	
Kitchen	1. Here is a kitchen. Say kitchen. We keep food in the kitchen. Say food. Food belongs in the kitchen. (BELL)	
Kitchen Carrot, boat	2. (POINT) This is a carrot. Is a carrot food? Take your pen and draw a line from the food to the kitchen, to show where it belongs. (BELL)	Yes, a carrot is food.
Kitchen Wagon, cheese	3. (POINT) Here is the kitchen. What belongs in the kitchen? (POINT) This is cheese. Is it food? Now draw a line to put the food in the kitchen. (BELL)	Food. Yes, cheese is food.
Kitchen Monkey, apple, key	4. Which of these pictures belongs in the kitchen? Draw a line to put the food in the kitchen. (BELL)	The apple is food and goes in the kitchen.
Kitchen Shoe, car, ice cream cone	5. What belongs in the kitchen? Put the food in the kitchen. (BELL)	The ice cream cone, because it's food.

PROGRAM PROBLEM SOLVING 23: CATEGORIES 3 (2-05-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Kitchen Belt, lion, <u>bread</u>	6. What belongs in the kitchen? Put the food in the kitchen. (BELL)	The loaf of bread because it's food.
Alex <u>Bear</u>, kite, apple	7. Here's Alex the Animal Trainer. The animals go with Alex. Find an animal and say animal. Now draw a line from the animal to Alex. (BELL)	The bear is an animal.
Alex Apple, <u>tiger</u>, shoe	8. What goes with the animal trainer? Draw a line from the animal to Alex. (BELL)	The tiger because it's an animal.
Kitchen Jack-in-box, tie, <u>roast chicken</u>	9. What goes into the kitchen? Put the food in the kitchen. (BELL)	The roast chicken because it's food.
Toy chest <u>Doll</u>, apple, window	10. Here's a toy chest. What goes into a toy chest? Find a toy. Say toy. Now draw a line from the toy to the toy chest. (BELL)	Toys. The doll is a toy.
Toy chest Banana, rock, <u>tricycle</u>	11. What goes into the toy chest? Draw a line from the toy to the toy chest. (BELL)	The tricycle because it's a toy.
Kitchen Shirt, <u>bread</u>, monkey	12. What goes into the kitchen? Put the food in the kitchen. (BELL)	The bread because it's food.
Alex Wagon, <u>bear</u>, ice cream cone	13. What goes with Alex? Draw a line from the animal to Alex. (BELL)	The bear because it's an animal.

PROGRAM PROBLEM SOLVING 23: CATEGORIES 3 (2-05-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Toy chest Door, ball, cheese	14. What goes into the toy chest? Put the toy in the toy chest. (BELL)	The ball because it's a toy.
Kitchen Carrot, cat, belt	15. What goes into the kitchen? Put the food in the kitchen. (BELL)	The carrot because it's food.
All food	16. What do we call these? Where do they go? (BELL)	These are all food. They go into the kitchen.
All toys	17. What do we call these? Where do they go? (BELL)	These are all toys. They go into the toy chest.
All animals	18. What do we call these? Where do they go? (BELL)	These are all animals. They go with Alex, the Animal Trainer.
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 25: CATEGORIES 4 (2-06-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Teacher Booklet Tape	Teacher shows booklet. Children respond orally.	Children will identify class instances and provide the class label for instances of clothes, animals, toys, and food.	clothes animals toys food

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HOLD UP BOOKLET) (BELL)	
Clothing	1. Here are some things we can wear. The things we wear are called clothing. What do we wear? (BELL)	We wear clothing.
Clothes closet	2a. Here is a clothes closet. Say clothes closet. b. What do you think goes into the clothes closet? (BELL)	Clothes closet. Clothing goes into the clothes closet.
Shirt	3. This is a shirt. A shirt is something to wear. Is a shirt clothing? (BELL)	Yes, a shirt is clothing.
Pants	4. This is a pair of pants. We wear pants. Are pants clothing? (BELL)	Yes, pants are clothing.
Shoes	5. These are shoes. Do we wear shoes? What are shoes? (BELL)	Yes, we wear shoes. Shoes are clothing.
Socks	6. Here are some socks. What are socks? (BELL)	Socks are clothing.
Belt	7. Here is a belt. What is a belt? (BELL)	A belt is clothing.

PROGRAM PROBLEM SOLVING 25: CATEGORIES 4 (2-06-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
All above clothes	8. What are all these called? (BELL)	They are clothing.
Alex Shoes, <u>tiger</u>, ball	9. Do you remember Alex the animal trainer? The top picture tells us we want to find something that goes with Alex. Which of these pictures goes with Alex? Draw a line from Alex to the animal. (BELL)	The tiger.
Kitchen Elephant, wagon, <u>bread</u>	10. What is the picture on top? What kinds of things go into the kitchen? Which of these pictures is food? Draw a line to show which picture goes in the kitchen.	It is the kitchen. Food goes in the kitchen. Bread is food.
Closet <u>Pants</u>, carrots, monkey	11. The picture on top tells us we want something that goes in the clothes closet. What goes in the closet? Draw a line from the clothing to the closet. (BELL)	The pants.
Toy chest Brush, cheese, <u>jack-in-box</u>	12. Now we want something to go into the toy chest. What belongs in the toy chest? Draw a line from the toy to the toy chest. (BELL)	Toys. The jack-in-the-box is a toy.
Alex <u>Animals</u>, clothes, food	13. What goes with Alex? Draw a line from the animals to Alex. (BELL)	All the animals go with Alex.
Kitchen Clothes, toys, <u>food</u>	14. Draw a line to show what goes in the kitchen. (BELL)	The food goes in the kitchen.
Toy chest <u>Toys</u>, food, clothes	15. Draw a line to show what goes into the toy chest. (BELL)	The toys go into the toy chest.
Closet Toys, <u>clothes</u>, animals	16. Draw a line to show what goes into the closet. (BELL)	The clothing goes into the closet.
	(PUT MATERIALS AWAY)	

PROGRAM PROBLEM SOLVING 27: CATEGORIES 5 (2-07-1a)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens Tape	Children listen to taped instructions and mark in booklets.	Children will identify class instances and provide the class label for those instances.	clothing animal toy food

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
	(HAND OUT BOOKLETS AND PENS; HOLD UP BOOK) (BELL)	
Closet	1. Here is a clothes closet. What do we keep in this closet?.....We keep clothing in a clothes closet. (BELL)	Clothing.
Closet Tiger, <u>shirt</u>	2. The shirt is clothing and belongs in the closet. (DEMONSTRATE) Now you draw a line from the shirt to the clothes closet. (BELL)	
Closet <u>Pants</u>, apple	3. Now, what belongs in this closet? Draw a line to put the pants in the clothes closet. (BELL)	The pants, because they are clothing.
Closet <u>Shoes</u>, banana, elephant	4. What belongs in this closet? Draw a line to put the shoes in the clothes closet. (BELL)	The shoes, because they are clothing.
Closet Monkey, carrots, <u>belt</u>	5. Put the clothing in the closet. (BELL)	The belt is clothing.
Closet <u>Socks</u>, lion, top	6. Put the clothing in the closet. (BELL)	The socks are clothing.
Alex Tricycle, <u>bear</u>, cheese	7. What goes with Alex the animal trainer? Draw a line from the animal to Alex. (BELL)	The bear, because it is an animal.

PROGRAM PROBLEM SOLVING 27: CATEGORIES 5 (2-07-1a)

VISUAL	AUDITORY (TEACHER COMMENTARY)		CONFIRMATION
Toy chest Wagon, shirt, bread	8. What goes into the toy chest? Now put the toy into the toy chest.	(BELL)	The wagon, because it's a toy.
Kitchen Shoes, doll, chicken	9. What goes into the kitchen? Put the food into the kitchen.	(BELL)	The roast chicken, because it's food.
Closet Tie, banana, tiger	10. What goes into the closet? Put the clothing into the closet.	(BELL)	The tie, because it's clothing.
Alex Belt, wagon, monkey	11. What goes with Alex? Draw a line from the animal to Alex.	(BELL)	The monkey, because it's an animal.
Closet Coat, giraffe, carrot	12. What goes into the closet? Put the clothing in the closet.	(BELL)	The coat, because it's clothing.
Toy chest Pants, apple, tricycle	13. What goes into the toy chest? Put the toy into the toy chest.	(BELL)	The tricycle, because it's a toy.
Kitchen Kite, sandwich, belt	14. What goes into the kitchen? Put the food into the kitchen.	(BELL)	The sandwich, because it's food.
Closet Hat, carrot, bear	15. What goes into the closet? Put the clothing into the closet.	(BELL)	The hat, because it's clothing.
All food	16. What are all of these?	(BELL)	Food.
All clothing	17. What are all of these?	(BELL)	Clothing.
All toys	18. What are all of these?	(BELL)	Toys.
All animals	19. What are all of these?	(BELL)	Animals.
	(PUT MATERIALS AWAY)		

PROGRAM PROBLEM SOLVING 30: CATEGORIES 6 (2-08-3b)

MATERIALS:	GENERAL PROCEDURE:	OBJECTIVE(S):	VOCABULARY:
Student Booklets Marking pens	Children listen to taped instructions and respond in booklets.	Children will match instance of a class category to the general category.	animal trainer food kitchen toy chest clothing closet

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
(FORMAT #4)	(HAND OUT BOOKLETS AND PENS) (BELL)	
Alex Bear, car, bread	1. Here is Alex, the animal trainer. The animals belong to Alex. Which of these pictures is an animal? Draw a line from the animal to Alex. (BELL)	The bear is an animal.
Closet Apple, shoes, airplane	2. Here is a clothes closet. Which of these pictures goes into the closet?	The shoes are something to wear. They are clothing. Clothing goes into the clothes closet.
Kitchen Cheese, ball, monkey	3. Here is a kitchen. Which of thesepictures goes into a kitchen? Draw a line from the cheese to the kitchen. (BELL)	The cheese is something to eat. It is food. Food goes into the kitchen.
Toy chest Shirt, sandwich, wagon	4. Here is a toy chest. Which of these pictures is a toy? Draw a line from the toy to the toy chest. (BELL)	The wagon is something to play with. It is a toy. The toys go into the toy chest.
Alex Lettuce, monkey, tricycle	5. Draw a line from the animal to Alex. (BELL)	
Closet Elephant, pencil, socks	6. Draw a line from the clothing to the closet. (BELL)	

PROGRAM PROBLEM SOLVING 30: CATEGORIES 6 (2-08-3b)

VISUAL	AUDITORY (TEACHER COMMENTARY)	CONFIRMATION
Kitchen Roller skate, <u>apple</u>, snake Toy chest <u>Doll</u>, watermelon, belt Alex Jack-in-box, shoe, <u>elephant</u> Closet Bee, <u>pants</u>, coffee pot Kitchen Chair, <u>bread</u>, fork Toy chest <u>Tricycle</u>, lizard, flower in pot Kitchen TV, stove, <u>potatoes</u> Closet Fly, bat, <u>shirt</u> Alex Submarine, <u>lion</u>, balloon	7. Draw a line from the food to the kitchen. (BELL) 8. Put the toy into the toy chest. (BELL) 9. Take the animal to Alex. (BELL) 10. Take the clothing to the closet. (BELL) 11. Take the food to the kitchen. (BELL) 12. Put the toy into the toy chest. (BELL) 13. Take the food to the kitchen. (BELL) 14. Put the clothing into the closet. (BELL) 15. Take the animal to Alex. (BELL) (PUT MATERIALS AWAY)	